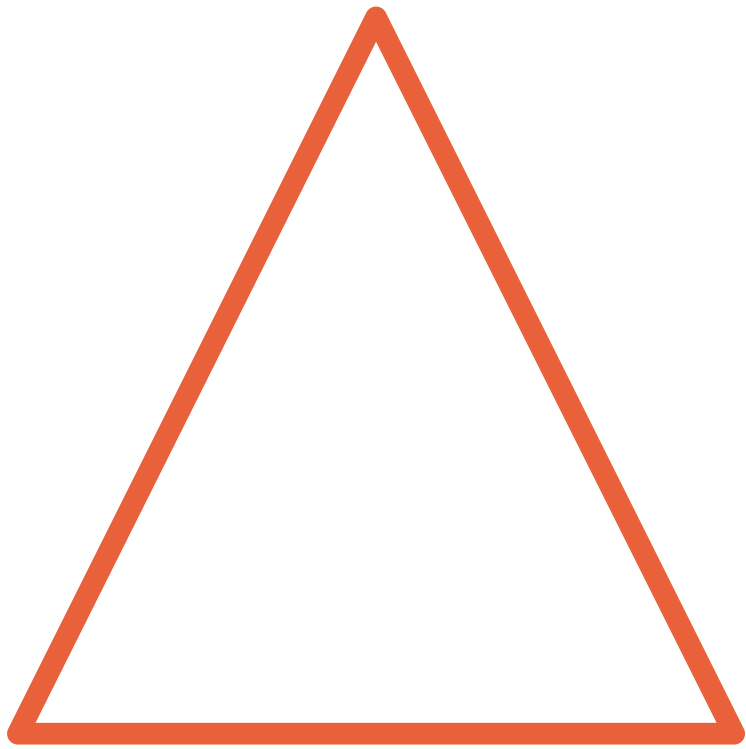
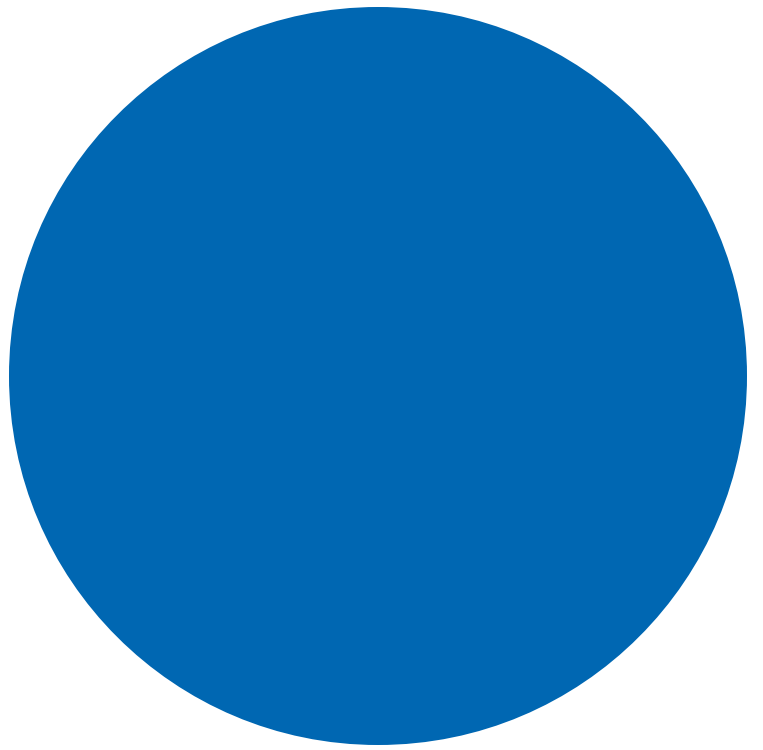


Heckscher
Foundation
for Children



2017
Year in
Review

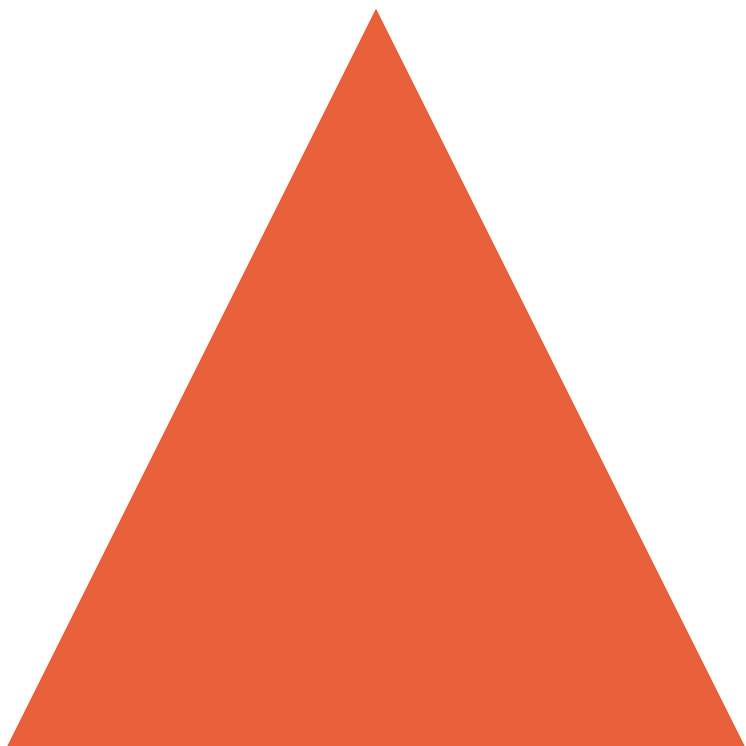
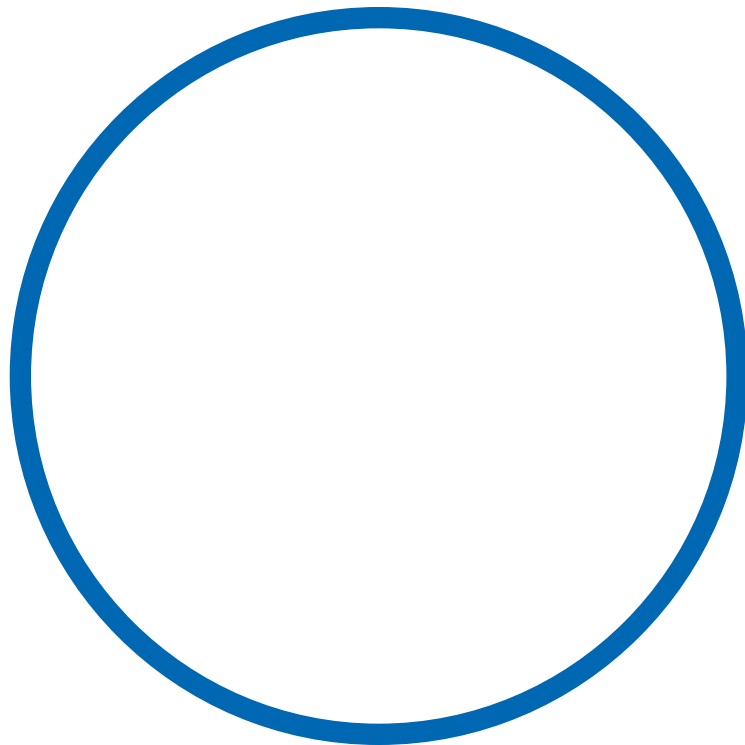


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HECKSCHER
FOUNDATION
for CHILDREN

Heckscher
Foundation
for Children



2017
Year in
Review





Atlantic Theater Company



JobsFirstNYC

Chairman's Message

Chairman's Message

As we mark our 97th year of supporting underserved children and youth, we honor the generosity of spirit and the dedication of our founders and early leaders—August Heckscher, Arthur Smadbeck, and Ruth Smadbeck.

Our goal of fostering venture philanthropy is increasingly focused on what we call *inflection point funding*. Our funding strategies of *catalytic giving*, *strategic partnerships* with other funders in both the public and private sectors, and *targeted problem-solving* remain front and center, but inflection point funding looks at venture philanthropy through a different lens.

With inflection point funding, we closely consider specific obstacles that keep underserved children from realizing their full potential, and look for key junctures where our grants might change the course of their lives.

Essentially, inflection point funding asks, “If we can solve this with our funding, does it have the potential to create an opportunity for a young person to rise to new heights or, conversely, does the failure to solve this lead to a significant downturn in a young person’s life trajectory?”

We use an outcomes-based logic model to inform our grant-making decisions, and support impact-driven programs that demonstrate measurable results. Our focus is on education, including college access and persistence, workforce training and jobs access, and arts education that improves achievement in the classroom.

This Year in Review includes highlighted projects and selected 2017 grantees whose contributions to the lives of underserved youth we are honored to have supported.

Peter Sloane
Chairman and CEO
January 2018

About Us



Our History

The history of the Heckscher Foundation for Children is a multifaceted story with three principal participants.



August Heckscher



Ruth Smadbeck



Arthur Smadbeck

Charles August Heckscher, a visionary who achieved great financial success, believed that wealth should be shared with others less fortunate. He started the foundation as one of his many benefactions. Arthur Smadbeck, a friend of August Heckscher and fellow philanthropist, reluctantly took over a shattered financial and management structure and made possible the survival and emergence of the Heckscher Foundation as a major benefactor. Ruth Smadbeck, who ran the foundation for more than 50 years, brought to its philanthropic activities a lifelong dedication to, and love for, children.

Foundation Building Opens, 1922

The Heckscher Foundation was founded in 1921. Its assets consisted of land at Fifth Avenue between 104th and 105th Streets in New York City and securities intended to provide funds for the construction of a building on the site for the foundation's operations. The original building opened in 1922, but its operating costs far exceeded its budget. As the Depression deepened, the foundation's assets were in default, and the foundation itself was on the verge of collapse.

Ruth & Arthur Smadbeck Revitalize the Foundation and Its Programs, 1930's

August Heckscher turned to Arthur and Ruth Smadbeck, financial equals who shared his deep dedication to public service. Arthur Smadbeck was one of the first and most prolific suburban real estate developers of the era. Until his death in 1977, he donated his time and efforts to building the profitable platform and endowment that allowed the foundation to support major outside charitable efforts, while also overseeing his own successful businesses and extensive philanthropic endeavors.

Ruth Smadbeck began as a volunteer several years after the foundation's building opened and ran the foundation for over 50 years, including its multi-faceted programs in dance, orchestra, exercise, and swimming; the purchase and distribution of necessities for indigent children; a kindergarten; a theater; a craft room; a senior lounge; a photography group; a library; and a thrift shop, while at the same time broadcasting two radio programs each week offering advice and guidance on childcare.

The Modern Day Foundation Evolves, 1980's

At Ruth Smadbeck's death in 1986, annual distributions to charity had grown to over \$1 million and assets exceeded \$22 million. Louis Smadbeck, a renowned real estate entrepreneur and civic leader in his own right, became Chairman of the Heckscher Foundation in 1986 and continued in this capacity until his death in 1992. Virginia Sloane was elected President in 1986 and President Emeritus in 2012.

A New Generation Assumes Leadership, 1990's

A new generation assumed leadership in 1997. Howard G. (Peter) Sloane became Chairman and CEO and continues to preside over the foundation's many philanthropic projects. Today, the foundation's assets have grown to well over \$300 million and distributions to charity have dramatically increased.





JobsFirstNYC



Breakthrough Miami



Bottom Line



Reading Partners

Our Approach

Our mission to level the playing field for underserved youth is fostered by a venture philanthropy approach to funding, using three principal strategies.

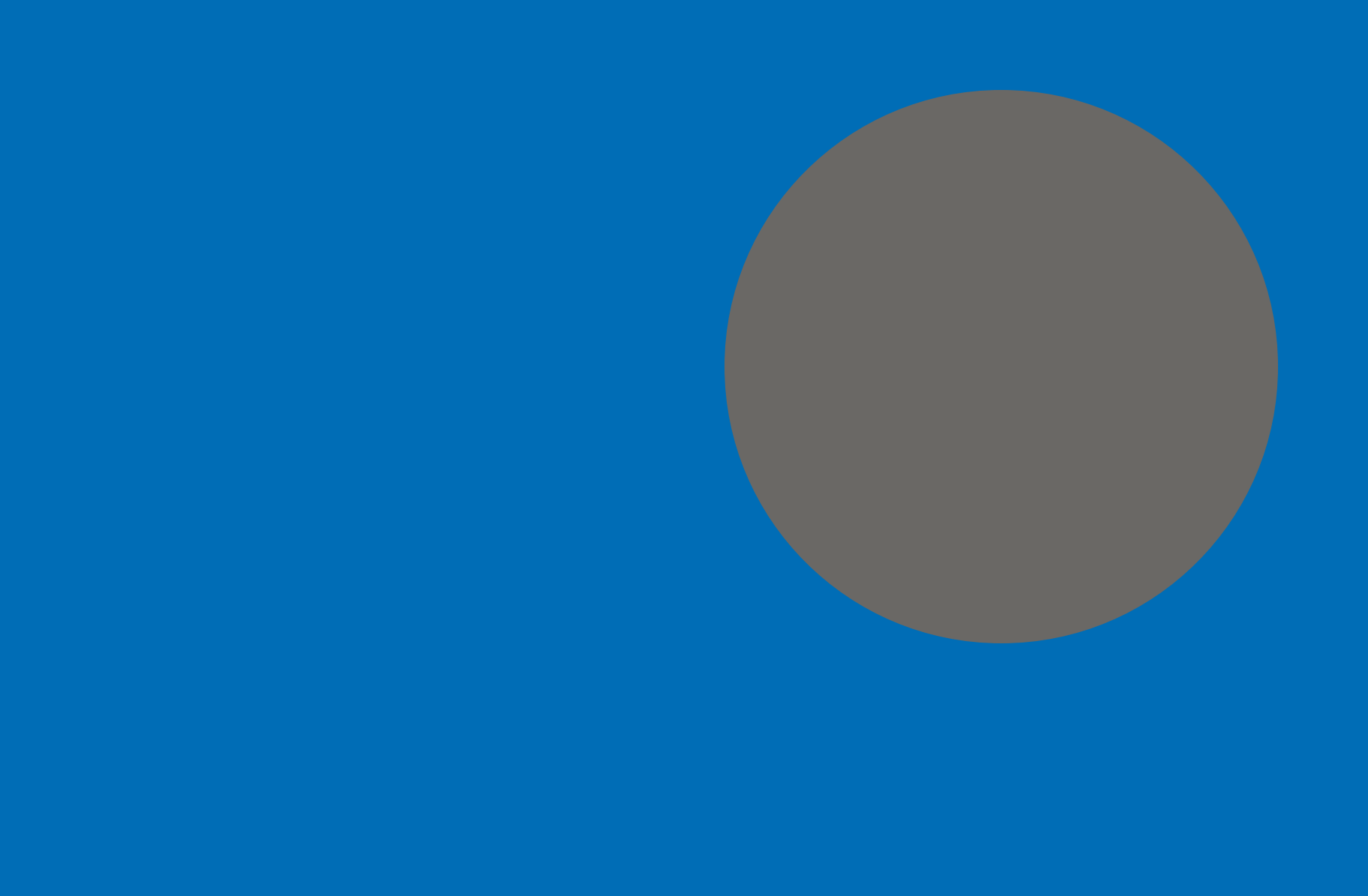


Catalytic Giving

The foundation funds approaches that have the potential for wide application but have not reached a scale broad enough to attract investment by larger private foundations or government. We view funding as catalytic when our dollars can have an impact exponentially greater than the projected results of any one or more years of funding.

Examples of Our Catalytic Giving

BioBus	98
KickinNutrition.TV	35
Kingsborough Community College—SPARK	71
Program Replications to New York	38
Single Stop USA Community College Initiative	42



Strategic Partnerships

The foundation promotes collaborations between foundations, not-for-profits, for-profits, and the public sector that may have overlapping approaches, goals, or skill sets in the areas of education, job skills, and innovative revenue models.

Examples of Our Strategic Partnerships

Arbor Brothers	92
College Admissions Cognitive Advisor	98
College Advising Corps	65
The College Completion Innovation Fund	98
CollegePoint	66
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The Door	91
NPower	91
Nudge ⁴ Solutions Lab	76
The NYMAC	92
The NYPRI Fund	93
Take the Field	43



Targeted Problem-Solving

The foundation defines specific challenges that have attainable solutions and then encourages creative problem-solvers to test those solutions, which often address barriers to equal opportunity that have been overlooked or under-appreciated.

Examples of Our Targeted Problem-Solving

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Early Dyslexia / Reading Disability Screening App	99
New York City Summer Meals Program	36
Nudge Strategies to Prevent Youth Fines at the Brooklyn Public Library	99
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Cause Strategy Partners





Highlighted Projects

Highlighted Projects

Highlighted Projects

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Highlighted Projects

Highlighted Projects

Our Highlighted Projects, supported in prior years, are those that most successfully demonstrate the foundation's venture philanthropy approach.

- Accelerators and Innovation Labs
- Board-Building Initiatives
- Charter Schools
- Heckscher Scholars
- KickinNutrition.TV
- New York City Summer Meals Program
- NYC High School Application Guide
- Program Replications to New York
- Ruth and Arthur Smadbeck Heckscher East Playground
- Single Stop USA Community College Initiative
- Take the Field

Accelerators and Innovation Labs

The foundation has sought to encourage innovation and program growth through our support of the accelerators and innovation labs listed below, which advise, incubate, and promote programs in education and youth development.

The goals are to help launch, evaluate, and scale promising education and other related interventions, and to support the development of models for tackling some of the biggest challenges facing us today by thinking creatively, implementing thoughtfully, and creating an evidence base of what works to build the field and deliver results.

- America Achieves
- Arbor Brothers
- The Education Innovation Laboratory at Harvard University (EdLabs)
- Edwin Gould Foundation Accelerator
- Harvard Business School Startup Studio, NY
- Harvard Innovation Lab (i-lab)
- Harvard University's Strategic Data Project
- Nudge⁴ Solutions Lab



Board-Building Initiatives

According to one BoardSource Nonprofit Governance Index, just 14% of nonprofit board members are under the age of 40. Moreover, just 6% of nonprofit chief executives are under the age of 40. Most board governance occurs in a “generational vacuum.”

To face this challenge, the foundation has supported effective models for achieving board health within youth-serving organizations by providing funds to create high-impact board-building programs that have the potential to increase, over the long term, the number of younger, next-generation board members for nonprofits that serve needy children and youth.

The foundation funded the launch of Cause Strategy Partners and has supported the Taproot Foundation and VCG-Governance Matters to select, train, and place earlier-career professionals in positions of leadership. Our initiative has also engaged numerous corporate partners, foundations, nonprofits, and board candidates, demonstrating early success in cultivating a growing interest by young professionals in joining nonprofit boards.

Charter Schools

The foundation has been a leader in funding alternative education initiatives, including charter networks such as the ones listed below and many individual charter schools in New York City and New York State. Independently, Heckscher Foundation CEO Peter Sloane was a founding trustee of the first charter school in New York State, Sisulu Victory Academy.

- Classical Charter Schools
- Democracy Prep
- Icahn Charter Schools
- KIPP
- Success Academy
- Summit Public Schools' Basecamp Program



Heckscher Scholars

Heckscher Scholars are public high school students from some of the poorest areas of New York City who have grit, potential, and ambition in their quest for a college education. After just two years in our college access program, 95% go on to graduate from competitive private and public colleges and universities across the country.

We have a very realistic view, through hands-on experience, of what it takes to complete college, and designed our program to meet those needs. Over the course of two years, we provide our Scholars with academic support, college access, career readiness, and life skills, including:

- A complete program of personalized college guidance designed to match Scholars with colleges they deserve and to secure the financial aid they need
- Small-group tutoring in English, math, and Latin, plus intensive SAT preparation, individual counseling, and family assistance
- A month-long extended-day summer program with private tutors and teachers from the best independent schools in the city, plus summer opportunities to take a paid internship or to travel abroad through our partnership with Global Glimpse

We are fully available and committed to our Scholars, and assist with everything from unexpected financial needs to emotional support to academic guidance. We pride ourselves on fostering relationships in which Scholars will reach out to us for help. Summer and monthly school-year stipends are available, as are stipends to cover the costs of meals and transportation, plus emergency funds should the need arise.

Heckscher Scholars have received substantial financial aid awards and scholarships to the following institutions:

- | | |
|-------------------------------|--------------------------------|
| • Boston College | • Nyack College |
| • Bryn Mawr College | • Skidmore College |
| • City University of New York | • Smith College |
| • Earlham College | • State University of New York |
| • Fordham University | • University of Rochester |
| • Marist College | • Vassar College |
| • Mount Holyoke College | |



HECKSCHER SCHOLARS



KickinNutrition.TV

The foundation provided the largest early funding to KickinNutrition.TV (KNTV), an interactive, digital educational program on nutrition and wellness that operates in select Title 1 elementary and middle schools in New York City and Massachusetts. The program is led by Natasha Rogoff, CEO and Founder of KidsCOOK Productions, President of Ingredients for Education (IFE), and former Executive Producer of Sesame Street International.

To address rising childhood obesity rates, the KNTV team and advisory board, which include media, health, and gaming experts, are tapping new technologies and using a quantitative evaluation process that promotes healthy eating and measures changes in nutrition behaviors among youth. Their innovative approach to nutrition education centers on peer-taught video lessons and includes in-class physical activity that gets kids out of their seats, as well as an incentivizing badge system that rewards participation on the digital platform. The program showed early success in a USDA-funded pilot in Massachusetts and has since expanded.

The foundation's funding to IFE, the nonprofit arm that provides KNTV for free, brought the program to Harlem Village Academies in New York City, as well as to several New York City Title 1 schools in underserved communities.

In collaboration with the Partnership to Uplift Communities (PUC Schools) charter school organization, the foundation's funding also supported IFE's national replication goals through one expansion to Florida and another to Title 1 schools in California.

New York City Summer Meals Program

The New York City Department of Education's Office of SchoolFood, which provides free breakfast and lunch to qualified public school students year-round, historically served hundreds of thousands fewer children over the summer than during the regular school year, despite high need.

To increase awareness of and participation in the essential Summer Meals Program, the foundation initiated and then supported a program that conducted outreach and distributed refrigeration units, flyers, and posters. This effort produced a 31% increase in program participation in the first year and continued significant increases in the second and third years of funding, resulting in hundreds of thousands of additional healthy meals reaching children each summer.

This catalytic program has led to key partnerships with the New York City Housing Authority, the Parks Department, and both soup kitchens and public libraries in Brooklyn and Queens.

The program later added a mobile app, called SchoolFood Feed Your Mind, that allows users to view daily menus and find the nearest Summer Meals sites.

Summer Meals are served at over 1,100 locations including parks, schools, libraries, and food trucks.

NYC High School Application Guide

Choosing a high school in New York City can be a daunting task, with more than 700 programs to choose from in 400-plus schools. Each year, nearly 80,000 middle school students rank up to 12 high school programs they would like to attend. A complex algorithm then pairs students with schools, taking into account the students' preferences, available space, and the schools' own rankings and priorities. Student choices are too often uninformed, particularly among underserved students who may not have enough assistance from parents or guidance counselors.

To help students find their best-fit high school programs, the foundation developed the NYC High School Application Guide, a free mobile app and website that uses information about students' interests, current middle school, and willingness to commute to provide a customized list of 20 high school recommendations, with an emphasis on higher-performing schools that have a strong track record of graduating students in four years. The Guide is available in English and Spanish for both iOS and Android.

Designed with student users in mind, the Guide was developed in collaboration with a software company that specializes in education technology solutions and with guidance from school choice researchers at New York University and a former New York City Director of High School Admissions. It has been extensively tested in partnership with select schools, external evaluators, and experts in the field.

The Guide is also a cornerstone of the NYC High School Admissions Study, one of the largest randomized control trials of information supports for school choice ever conducted. Led by researchers from New York University, Princeton University, Columbia University, and Seton Hall University, the ongoing, multi-year study will determine if informational tools, such as the NYC High School Application Guide, can help students make more ambitious high school choices and lead to better high school and postsecondary outcomes.

The foundation celebrated the Guide's success by spinning it off to an independent team of prominent educators who are expected to complete a full rollout of the Guide to all 603 eighth-grade-serving schools in New York City in 2018.

Program Replications to New York

The foundation seeks strategic opportunities to support the expansion of promising out-of-state programs to New York, and has funded the replication of the following programs:

- Bottom Line
- CollegeSpring
- Global Glimpse
- OneGoal
- QuestBridge
- Reading Partners
- Springboard Collaborative
- uAspire



Ruth and Arthur Smadbeck Heckscher East Playground

The foundation is invested in creating and maintaining public parks and public gardens in New York City. It has the distinction of having underwritten playgrounds at the most northern, southern, eastern, and western reaches of the Central Park Conservancy's Stewardship. These include the completion of the northernmost playground in Central Park, at 109th Street; the 1926 Heckscher Ball Fields and Heckscher Playground at the southernmost part of Central Park; the West 72nd Street Ball Field, located under the West Side Highway and next to the Hudson River, in addition to other West Side playgrounds in Central Park; and the Ruth and Arthur Smadbeck Heckscher East Playground, one of the most heavily-used and distinctive features on the eastern side of Central Park. That playground's focal point is the sculpture titled "Group of Bears," often called "Three Bears," by renowned artist Paul Manship.





Heckscher Playground in Central Park



Single Stop USA Community College Initiative

More than half of low-income students begin their postsecondary education at a community college, and these institutions serve more than 12 million students each year. However, six years after starting at a two-year institution, nearly half of all students nationwide (46%) drop out without attaining a degree. Only 31% of community college students who set out to earn a degree ever complete it. These low retention and completion rates are not surprising given the many obstacles community college students confront.

Since access to basic resources increases the likelihood that a young person will be able to stay in college and obtain a degree that leads to higher earning potential, the foundation instigated and funded the first-of-its-kind Single Stop USA Community College Initiative to expand opportunities for low-income, high-need community college students. The initiative connects students to the government funds and services for which they are eligible, including food stamps, health care, child care, and tax credits. Participants also receive free tax preparation services, comprehensive legal services, and financial counseling.

The initiative was piloted through a model program at Kingsborough Community College, which reduced dropout rates among participants by 50%.

As a result of our founding support and these strong outcomes, other foundations and the City of New York adopted the program, and it is now available to eligible students across the City University of New York (CUNY) system. Single Stop USA also built system-wide collaborations with other community colleges and networks including the Association of Community College Trustees, the City College of San Francisco, and Miami Dade College.

Take the Field

A quarter century of budget cuts had resulted in the acute deterioration of physical education and sports facilities at New York City public high schools across the five boroughs when the foundation initiated Take the Field. This effort to rebuild public school athletic facilities was envisioned by and launched with initial grants from the Heckscher Foundation, the Greve Foundation, Richard Kahan, and Robert Tisch.



Selected 2017 Grantees

Our list of Selected 2017 Grantees reflects mission-aligned programs that we are especially proud to have supported. We funded grantees in the following areas:

Education

- Leadership and Mentorship
- Math
- Literacy
- College Readiness and Retention
- Sports Hook College Access
- Arts Education

Workforce Development

Capacity Building and Technical Assistance

Heckscher Library Prize









EDUCATION

Leadership and Mentorship

East Harlem Pride School Collaboration

In 2017, the foundation renewed its support to three schools in East Harlem that had historically pooled their athletic resources into one sports team that competes against other schools under the name “East Harlem Pride.” Our funding seeks to expand the collaboration between the three schools, each of which has particular strengths that can be shared, into areas beyond athletics.

The schools, Park East High School, Central Park East High School, and The Heritage School, are close to each other and serve predominantly low-income youth. The foundation supports each school in meeting its own identified needs while also investing in shared professional development and teaching techniques so the strengths of each school can be leveraged by the other two.

Park East has a successful math program while Central Park East has an outstanding college guidance program and Heritage has an art focus. Each school is taking the lead on one component of the collaborative:

- Park East is focusing on cross-school teacher and academic programming development, especially in algebra instruction.
- Central Park East is partnering with College Access: Research and Action to develop a working group to share best practices from its college

access program, and will organize two shared college trips for students from all three high schools.

- Heritage is engaging its existing partner, Urban Arts Partnership, to aid in establishing unified systems and routines for after-school extended learning opportunities (including student selection criteria).

Throughout this three-pronged approach to school improvement and college readiness, the three schools are tracking improvements in academic performance (using pre- and post-test scores and Regents exam performance), grade promotion, attendance, in-school engagement, college applications, FAFSA completion, and college matriculation.

The collaboration has already yielded dramatic increases in qualifying scores on AP exams as well as the Algebra, History, and Science Regents, and college matriculation and persistence rates.

High School Principal Coaching and Mentoring Initiative

In 2016 and 2017, the foundation initiated a unique collaborative leadership model for principals from 11 carefully selected high schools to achieve greater student gains and college readiness. Three veteran principals, Edward Tom, Ramon Gonzalez, and Reginald Landeau, each coach two or three other principals in partnership with other experts and with support from the Columbia University Coaching Certificate Program.

Each of the 11 principals in the program established goals for his or her school in collaboration with a coach and

a mentor. Coaches and mentors meet regularly with each principal to provide guidance and support. After a needs assessment, the foundation provides supplemental funds to the schools led by the mentee principals to help them better meet student needs.

The 11 2017 ELITE Schools served through this initiative are:

- Academy for Careers in Television & Film
- Bronx Center for Science and Math
- Bronx High School for Law and Community Service
- George J. Ryan Middle School 216
- Institute for Health Professions at Cambria Heights
- In-Tech Academy
- Knowledge and Power Preparatory Academy International High School
- The Laboratory School of Finance and Technology
- Marble Hill High School for International Studies
- Theatre Arts Production Company School
- Washington Heights Expeditionary Learning School

Online Leadership and Management Program for K-12 School Leaders

In 2017, the foundation provided start-up funding to the Harvard Business School (HBS), the Harvard Graduate School of Education (HGSE), and HBX to collaborate on designing, developing, and delivering an Online Leadership and Management Program for K-12 School Leaders. It addresses a school leadership deficit that can be mitigated by bringing

a high-quality, scalable professional development experience to the market.

This program is catalytic for the field in that it aims to serve as the foundation for the development of future online leadership and management programs. The new program will integrate the research and teaching of the HBS, HGSE, and other Harvard faculty and will be delivered on the innovative HBX online platform. The platform, with initial offerings including the “Credential of Readiness (CORE),” enables the inductive teaching method and supports a highly-engaged learner experience that includes guided peer interaction.

Peer learning will be an integral element of the program. As demonstrated on the HBX platform through CORE, the program will cultivate a learning community that will be particularly valuable for principals, who generally work in isolation. Unlike the communications tools in many online programs, which often resemble traditional bulletin boards with jumbled questions and answers, the HBX platform enables student interaction in the context of a module. For example, a participant will be able to click on a “peer help” feature that will display only the questions and answers related to where he/she is in the course. Since new content is revealed to participants only as prior content has been completed, participants cannot see the peer help discussions for content they have yet to reach, preserving the impact of inductive learning.

EDUCATION

Math

JUMP Math

Achieving mastery of Integrated Algebra by eighth or ninth grade significantly improves student outcomes for high school graduation, college entrance, and college graduation. JUMP (Junior Undiscovered Math Prodigies) Math is a Common Core-aligned math program for kindergarten through eighth grade that provides educators with curriculum materials, assessment tools, training, and ongoing support.

Originally launched in Canada, JUMP Math's curriculum draws on cognitive science research, combining guided exercises with independent work that breaks down difficult concepts into simple, logical steps. This methodology allows students to experience the positive reinforcement they need to encourage further learning, while giving teachers the tools they need to accomplish the nearly impossible task of teaching to the entire class while tailoring lessons to individual students' needs.

In a randomized-controlled trial in Canada, students using JUMP Math demonstrated gains in math skills at twice the rate of students using the incumbent program.

The Manhattan Charter School, an elementary school on the Lower East Side of Manhattan where 83% of students qualify for free lunch, was one of the first schools in New York City to adopt the program, and preliminary outcomes are positive. Early results

show a significant improvement in the percentage of students who scored at Level 3 or Level 4 of the New York State Mathematics Test:

- Third-grade students increased from 13% to 16%
- Fourth-grade students increased from 16% to 33%
- Fifth-grade students increased from 22% to 28%

In 2016, we supported a test of JUMP Math in New York City by rolling out the program to two elementary schools and one middle school in Brooklyn, with a total of 750 students. The test leveraged both the Manhattan Charter School's experience and professional development support from JUMP Math education consultants.

In 2017, the foundation underwrote the test's second year and rolled out JUMP Math to serve 1,800 students at four elementary schools and three middle schools in New York City that have underperformed in the state math exams. Again leveraging the experience of the Manhattan Charter School, this pilot provides curricula, start-up assistance, professional development, ongoing support, student achievement data collection, and analyses (including classroom observations and collaborative feedback sessions with teachers, school coaches, and leaders). Collaborative professional development sessions for the principals of the schools support the sharing of best practices.

Zearn

Zearn is an education technology nonprofit that seeks to create rigorous and motivational digital content for students, teachers, and parents. The Zearn blended learning math program combines digital lessons for independent student work with paper material to support small group instruction. The digital content, based on Eureka Math and EngageNY, both Common Core-aligned math curricula, is web-based and free for teachers and students to use.

Zearn has seen a positive correlation between classrooms that have implemented Zearn compared to those that have not. A third-party evaluation in Zearn's beta year showed that third- and fourth-grade students who averaged 30-plus minutes per day on Zearn demonstrated significant gains in math achievement—not only relative to their own baseline but also relative to that of their grade peers nationally, according to performance on the STAR Math Assessment, a national standard.

Zearn has disseminated its second-through fourth-grade curricula nationally over the past three years. Its first Heckscher grant supported a collaboration with KIPP to implement the model during the 2016–17 academic year.

In 2017, the foundation supported a further pilot phase of growth, in which KIPP NYC implemented the program in its five elementary schools and continued operating in an additional fourth-grade class located in one of its middle schools, to reach a total of over 1,700 students.

EDUCATION Literacy

Quill

Quill is a personalized online learning tool to help students build writing, grammar, and proofreading skills. In 2017, the foundation underwrote a pilot program in three schools within the Icahn Charter School Network (ICS).

The three pilot schools are using Quill's newest feature, a sentence combining tool. In sentence combining, students take multiple ideas and combine them into a single sentence, which requires students to examine relationships between ideas, order those ideas, and express them logically and succinctly. Sentence combining is recognized as one of 11 highly effective strategies for developing writing skills.

Quill is working with the ICS team to build a custom set of materials aligned with the ICS curriculum and the Core Knowledge Foundation Curriculum. Core Knowledge Foundation has built a logical sequence to standardize the teaching of writing since there is no obvious sequence for instruction as there is for math in which, for example, a student must learn subtraction prior to learning long division. Quill will create 40 new exercises and 400 questions to align with both ICS's content and the Core Knowledge Curriculum.

There are 480 students in grades four through seven in the pilot group, with 240 of them receiving the intervention. Dr. Michael Hebert, a communications professor specializing in reading and

writing instruction at the University of Nebraska, will be conducting the evaluation component of this research pilot. Quill will also examine Regents writing scores to determine long-term results and expects to see a 10% increase in scores for students in the intervention group.

READ Alliance

In 2017, the foundation continued support of READ Alliance, formerly the Reading Excellence and Discovery Foundation, which was established to address the high proportion of New York City students demonstrating below grade-level reading skills.

READ has established a research-based educational approach that yields measurable results while offering growth opportunities for economically disadvantaged New York City teens. The program model positions academically successful seventh- through 12th-grade students who are trained as tutors to work with at-risk kindergarten through second-grade students.

Children attend the Summer Reading Program four to five days each week, for a total of approximately 45 tutoring sessions, and participate in additional one-on-one tutoring sessions with literacy activities that support their reading. In 2016, 73% of the children who completed the Summer Reading Program improved their reading skills by at least one full grade level and an additional 20% improved their reading skills by at least .5 grade level. The average reading gain achieved by the children who completed the program was 1.17 grade

levels and 51% of students who completed the 2016 Summer Reading Program are now reading at grade level.

Based on these impressive results, our 2017 grant provided for enhanced programming to all 30 sites in 2018. READ is recruiting and training 630 middle and high school students as reading tutors and providing them with a minimum of 71 hours of paid employment.

Reading Partners

In 2017, the foundation renewed its support of Reading Partners, a program that helps children become lifelong readers through individualized instruction that demands measurable results. A 2015 MDRC study of 1,200 students across three states found that after one year, Reading Partners had significantly increased reading comprehension, fluency, and sight-word reading among diverse groups of students.

The foundation initially funded the program's replication from the Bay Area to New York City and has since funded expansion of the program. In the 2016–17 school year, 89% of students in kindergarten through second grade achieved grade-level mastery of foundational literacy skills and 70% of students in third and fourth grades outperformed their peers nationwide. Additionally, a 2014 MDRC randomized control trial demonstrated that Reading Partners is having a measurable and statistically significant impact on reading achievement. The study identified Reading Partners as a resource multiplier, delivering affordable, high-value resources to schools and students.

The foundation's 2017 grant supported Reading Partners' continued work in 19 New York City elementary schools for the 2018–19 school year.

Springboard Collaborative

During a typical summer, students experience a three-month regression in reading level. Springboard Collaborative implements a targeted elementary literacy curriculum that builds on a school's existing resources to help close the significant reading achievement gaps in under-resourced communities. Its programming not only avoids summer regression but replaces it with an average 3.2-month gain.

Springboard trains existing classroom teachers on its model. The teachers then use a combination of small group instruction, guided reading, independent exercises, and one-on-one teacher guidance to lead students who are grouped by reading level through a half-day of instruction five days per week.

Springboard couples its impressive student gains with unmatched parent engagement. All parents receive a home visit from a classroom teacher prior to the summer and then attend weekly workshops to learn how to pick a reading-level appropriate book and what to do before, during, and after reading. On average, 90% of parents attend all workshops.

The foundation was an early supporter of Springboard's work in Philadelphia. In 2017, we renewed our support of the replication of Springboard's successful programming into New York City schools.

The Writing Revolution

The Writing Revolution (TWR) trains teachers and school leaders in expository writing instruction, introducing proven strategies that enable students to improve their writing skills, become better readers, speak more coherently, and elevate the complexity of their critical thinking.

The training is based on the Hochman Writing Method, an evidence-based model developed by Dr. Judith C. Hochman, former superintendent of the Greenburgh Graham Union Free School District and former head of The Windward School, an independent school focused on students with learning disabilities. Results at Windward showed dramatic improvement in exit exams, with scores between 96% and 98% in reading, writing, and vocabulary.

In 2017, the foundation supported a pilot of an Advanced Teacher Certification program. TWR selected 15 participants from New York City schools that already had at least five educators trained through the basic course. Applicants to the course had to submit a recommendation from their school principal endorsing participation to ensure buy-in at the administration level for TWR implementation.

The advanced pilot course includes an evaluation of teacher implementation in the 2018–19 school year. For schools implementing the method with fidelity, it is estimated that 75% of students will perform at or above proficiency as demonstrated by TWR's Rubric for Writing Success. TWR also anticipates that schools with an advanced certified

teacher will have proficiency rates at least 5% higher than their own scores in the previous year on state ELA exams for elementary and middle schools and Regents pass rates for high schools.

EDUCATION

College Readiness and Retention

America Needs You

The foundation has been a major funder of the growth of America Needs You (ANY), an organization that has achieved success in responding to the needs of first-generation college students.

The ANY Fellows Program provides life planning, career development, and community leadership projects. Mentor coaches, primarily from highly-engaged corporate volunteer initiatives, help participants articulate a clear path to their personal and professional goals. During the intensive two-year program, participants receive training in public speaking, personal finance, written communication, relationship management, and interviewing; attend 28 full-Saturday career workshops; complete two summer internships; and receive more than 1,000 hours of individualized support.

In New York, ANY now exclusively serves City University of New York (CUNY) students, one third of whom start out at a two-year CUNY community college, because they have been identified as having the highest need for intervention. To ensure year-over-year persistence and bachelor's degree completion, the program supports students as they transition from two-year to four-year colleges and throughout their postsecondary education.

ANY has achieved results that position it as the most effective model for college completion programs for

CUNY students. The most recent data indicate that:

- 100% of Fellows enrolled in community colleges transferred to four-year universities.
- 96% of alumni have graduated within six years.
- 90% have secured jobs or have enrolled in graduate school.
- 92% have secured jobs in areas of their professional interest, at an average salary of \$53,200.

Among this year's class of Fellows:

- 100% of Fellows in community colleges have transferred to four-year institutions.
- 96% have completed internships
- 91% are on track to finish the program
- 91% are persisting in college

The foundation's 2017 grant included support for the traditional ANY Fellows model plus a new on-campus partnership model with LaGuardia Community College. The pilot program follows the same ANY curriculum as the traditional Fellows Program and targets the same enrollment, persistence, graduation, and employment outcomes. However, the LaGuardia pilot aims to increase efficiency by operating under a cost-sharing model in which ANY pays 80% of expenses and LaGuardia pays the other 20%, plus provides resources that include workshop spaces and an on-campus desk where an ANY staff member can provide convenient support to Fellows.

Blue Engine

Blue Engine partners with underserved public high schools in New York City to increase academic rigor and prepare greater numbers of students for post-secondary success. Blue Engine recruits and trains recent college graduates to serve as Blue Engine Teaching Assistants (BETAs) for one year. Three to four BETAs partner with a classroom teacher to customize math and literacy instruction, dramatically reduce the instructor-to-student ratios from 1:6 to 1:3 on average, and provide an additional 150 hours of instruction in math and English outside of regular class time through extended-day learning and flexible class periods.

In 2017, the foundation provided support to Blue Engine to build a new coaching and support model that is optimized for team teaching, incorporates the mentor teacher, and will help instructors become more effective in teaching rigorous college and career-ready standards. The organization will develop and enhance support structures that are designed to facilitate the most dramatic student academic growth in each school year and to facilitate development and continuous improvement for both teachers-in-training/BETAs and the mentor teachers who oversee them.

Bottom Line

Bottom Line is different from many programs we support in that it targets mid-achieving students who are not necessarily accessing top-tier institutions but are realizing exceptional









college persistence rates through Bottom Line's hands-on guidance at 21 New York State regional colleges. In selecting the colleges it partners with, Bottom Line focuses on those where it can have a physical presence on campus, and thus most of its college partners are in or near New York City.

Among the many college-focused programs in New York City, Bottom Line uniquely focuses on both college access support and successful completion of college. Its College Access Program supports high school seniors through mandatory one-on-one meetings with a Bottom Line counselor and its College Success Program serves college students at 21 private and public colleges in New York City and New York State, helping them navigate obstacles in four main areas: Degree, Employability, Financial Aid, and Life Skills.

Since launching in New York City in 2011:

- 86% of all students in the College Success Program have graduated from college or are on track to graduate within six years.
- Cohorts currently in college are on track to cut the expected attrition rate in half for the students Bottom Line serves, with the first cohort hitting an 85% graduation rate.
- Bottom Line alumni's average student loan debt in New York is \$12,910, while the state average is \$32,200.

In October 2017, researchers Ben Castleman (University of Virginia) and Andrew Barr (Texas A&M) released

a paper that details the initial findings of a randomized controlled trial they are conducting to test the effectiveness of Bottom Line. Its model is demonstrating significant and consistent impact on college enrollment and persistence for first-generation college students from low-income backgrounds. Additionally, this research found substantial increases in continuous enrollment that grow over time.

The foundation's 2017 grant enables Bottom Line to assess other alternative funding models, including possible "pay for success" models using consultants from Room40. The foundation continues to work with Bottom Line to further explore "pay for success" models.

[Breakthrough New York and Breakthrough Miami](#)

Breakthrough New York (BTNY) is a six-year college access program committed to placing high-potential, low-income middle school students in four-year colleges. BTNY targets sixth-graders and works with them through high school, providing tutoring and SAT prep, college visits, and interview coaching. BTNY also provides after-school tutoring and summer enrichment programs to a cohort of high-achieving middle school students from New York public schools. BTNY's teachers are themselves high-performing high school and college students who are interested in pursuing careers in education.

BTNY's successes include:

- Since 2005, 100% of BTNY's eighth-graders have gained

admission into selective college-preparatory high schools located throughout the United States.

- 100% of BTNY's 2016 graduates matriculated to college.

Independent evaluations of BTNY students over the course of its summer program indicate that they made gains of up to 2.5 grade levels.

BTNY operates in 25 regional sites, providing hundreds of under-resourced students with a tuition-free academic enrichment program at the middle and high school levels.

The foundation also supports Breakthrough Miami (BTM), a tuition-free, eight-year program for motivated fifth-through 12th-grade students. In 2017, the foundation's grant supported BTM's middle school to high school year-round programming as well as the Pathways to College 3.0 initiative, which aims to develop a more effective college persistence tracking plan and more robust alumni support.

BTM's successes include:

- 98% of BTM's middle school students enter "college-bound" high schools.
- 100% of BTM seniors in the class of 2017 graduated on time, compared with a 68.9% graduation rate for surrounding Miami-Dade County public school students.
- 98% of BTM seniors in the class of 2017 will be attending a four-year college.
- Over five years, 76% of BTM seniors have enrolled in a four-year college immediately after graduation.

Bronx Center for Science and Mathematics

In 2017, the foundation provided a fourth strategic grant to Bronx Center for Science and Mathematics (BCSM), a public high school located in the poorest congressional district of the United States. BCSM is an unscreened high school in which 83% of students qualify for free or reduced lunch and 78% are first-generation-to-college.

Through a funding partnership between our foundation and the Charles Hayden Foundation, BCSM has established itself as a college preparatory high school, offering rigorous courses, preparing students for the SAT exam, exposing students to a wide variety of colleges, and offering summer bridge programs and extracurricular activities.

Newsweek named BCSM the highest-ranked unscreened high school in New York City, the seventh-ranked high school in New York State for "beating the odds," and the 54th best high school in the U.S. With previous foundation support, BCSM deepened its services by adding out-of-school and summer programming for its students, including a literacy bridge for rising 10th-graders, experiential summer programming for rising 11th-graders, and a pre-college bridge for rising 12th-graders.

College Advising Corps

The foundation's 2017 grant supported a project that brings together two leaders in the college access and success field, College Advising Corps (CAC) and the College Board, to form a learning

lab in which they can work together to test and implement, on a national level, strategies geared toward guiding high-potential, low- and moderate-income students to receive the information and support needed to apply to, enroll in, and graduate from appropriately-matched colleges.

CAC and the College Board have identified the critical milestones from high school to college as moments to accelerate student trajectories. Through this partnership, they are drawing on personalized data to mobilize high-potential students to matriculate and succeed at a match institution. The learning lab will test other hypotheses related to virtual advising and other ways to support high-potential, on-track, low-income students (defined as below top 10% but within the top 45%, and on-track for success in a four-year college based on PSAT/SAT score).

With the class of 2019, the partnership will target a total possible pool of up to 200,000 students nationally (130,000 on-track, low-income students and 70,000 on-track, moderate-income students) and an additional pool of 11,000 military dependent students. CAC and the College Board will test direct-to-student models to draw on personalized data to propel students to identify, apply to, and enroll in a college that is a good fit for them academically, socially, and financially. The learning lab will be a bed of innovation and will allow CAC to test many of their current programs with an expanded population (using data from the College Board) with the aim of producing measurable results, identifying scalable solutions that can serve

a broader population, and sharing learnings with the research and direct-service communities to impact and inform the larger college access field on the methods and interventions that prove most effective.

CollegePoint

In 2017, the foundation continued its collaboration with Bloomberg Philanthropies to design and launch a virtual college advising program, CollegePoint, which promotes college access and completion for high-achieving, low- and moderate-income students. It provides support and guidance on the college application and financial aid process to directly help as many as 75,000 students apply to, enroll in, and graduate from top schools. To be eligible for CollegePoint, students must have standardized test scores in the 90th percentile or higher, a GPA of 3.5 or higher, and family income of \$80,000 or less.

In partnership with the Aspen Institute and ITHAKA S+R, the initiative also engages college and university presidents and leading experts to spur changes in higher education policies and practices and enable more students to enroll and graduate. The overarching goal is to increase the percentage of high-achieving, low- and moderate-income students who enroll in the nation's top 270 plus colleges and universities from the current 33% to 50%, prioritizing schools with high graduation rates and low student debt.

The initiative is intended to achieve broad impact through collaboration. Leading program partners include

College Advising Corps, College Possible, ScholarMatch, and Matriculate (each of which will contribute to a squad of well-trained college access advisors) as well as the College Board, the Jack Kent Cooke Foundation, New Profit Inc., America Achieves, the Thomas B. Fordham Institute, Khan Academy, and the Aspen Institute. The virtual college advising partners have recruited, selected, and trained more than 30 full-time advisors and 400 college students as part-time advisors. These advisors served 8,300 students in the Class of 2016, and are on track to serve more than 12,150 in the Class of 2017.

Two leading professors in the college success field, Dr. Ben Castleman (University of Virginia) and Dr. Eric Bettinger (Stanford University), are researching the impact of interventions to measure “virtual advising outcomes” and enable sharing of successful strategies among school systems, counselors, other nonprofit organizations, and education leaders across the country.

Global Glimpse

Global Glimpse is an education program founded in the San Francisco Bay area that targets high-potential high school students from disadvantaged neighborhoods and focuses on leadership development, community service, and globalization education.

Global Glimpse works with public high schools and college preparatory organizations, including Summer Search, to provide year-round programming that centers around a three-week summer experience in a developing

country (including Nicaragua, Ecuador, and the Dominican Republic), with an extensive curriculum covering history, politics, culture, poverty, business, education, and development. In 2017, 46 student delegations of 933 diverse young leaders came together to develop their leadership skills.

The program targets high-potential, low-income 11th-grade students who demonstrate leadership qualities and have a minimum GPA of 3.0. Prior to their summer travel, students perform 40 hours of community service and engage in project-based learning, leadership training, and after-school workshops focused on civic engagement and global education. Participants remain engaged in the program as 12th-grade students, providing one-on-one mentoring to the incoming cohort of 11th-graders and participating in community service projects and supplementary academic workshops that include college essay support.

Though not a traditional college preparation program, Global Glimpse’s experiential learning program yields academic gains:

- 80% of participants write their college essay on the experience.
- 100% graduate from high school
- 80% matriculate to four-year colleges and an additional 15% to two-year community colleges.
- 97% are persisting in college

Through the foundation’s 2017 support, Global Glimpse is focusing on the development of a new school recruitment strategy and the final year

of a three-year alumni engagement initiative. Our support also includes program sponsorship for ten Heckscher Scholars, based on positive feedback from past Heckscher Scholar participants.

Goddard Riverside Community Center

The foundation's 2017 grant to Goddard Riverside's Options Center addresses the need to increase the number of highly trained college counselors in New York City public high schools. Of the approximately 400 master's degree programs in school counseling nationwide, only about 10% offer coursework in college advisement and none focus on underrepresented populations. College training is also not a requirement for school counselor licensure in New York City.

The Options Center's training arm, the Options Institute, provides in-depth professional development for counselors to develop college counseling expertise. The Options Center, which also operates a direct-service student program, was formed specifically to serve students who are underrepresented in college and who have a strong need for support in the college application, transition, and degree completion process that is not otherwise met through high school counselors or family.

With our support, the Options Center developed The Advanced Counseling Training which includes the kinds of support that enable Options counselors to develop mastery in counseling students who are underrepresented in college, including low-income, first-generation, immigrant, homeless, foster care, and other young people with exceptional

barriers to successfully applying, gaining admission to, matriculating in, and persisting in college. Supports will include in-person structured training on key topics, access to topic area experts, a professional community for mutual support, and continuous resource sharing and discussion.

Harvard Business School

In 2017, the foundation renewed support for Summer Venture in Management (SVMP), a training program for rising college seniors designed to increase diversity and opportunity in business education. A program of Harvard Business School, SVMP supports students who are typically underrepresented in the business school classroom so that they can gain admission to top business schools and develop a broader understanding of the challenges business leaders face, the many dimensions of the business world, and the impact they can have on their communities and the world through business leadership.

Criteria for admission include academic achievement, demonstrated leadership, and personal characteristics, with special consideration for students of color who are first-generation-to-college, whose families have little business education or experience, and/or who are from a school whose graduates are sometimes underrepresented, such as a community college or a predominately minority college. Participants live on campus, spending evenings analyzing real business cases and mornings in study groups and classes examining and debating their ideas with peers

and faculty. The academic program is supplemented by presentations from Harvard Business School administrators and alumni who provide information about the impact of a business degree. Measures of success for this program are its effectiveness in helping these “nontraditional” students enroll in one of the nation’s top 20 business schools (as ranked by U.S. News and World Report). Longer-term measures of program success include highly competitive internships and employment and salary offers from top firms.

Henry Street Settlement

In 2017, the foundation provided its third year of support to Henry Street Settlement’s Expanded Horizons College Success program, an eight-year, cohort-based college completion model. Henry Street works with students from ninth grade through college graduation by providing supports in academic remediation/acceleration, career exploration, social-emotional learning, and college preparation and retention. The foundation’s initial investment in this program began with a unique collaboration between Henry Street, Bottom Line, and Posse Foundation.

Henry Street is partnering with Opportunity Network (OppNet) to integrate their evidence-based Career Fluency curriculum into existing supports, focusing on college guidance, career exposure, and professional etiquette, as well as the importance of personal/professional networks and social capital in navigating college and the personal/professional world.

Through this engagement, students will have access to career-readiness training (e.g., resume writing and interview skills workshops) and internship, job search, and graduate school search support.

Henry Street will complement its partnerships with CollegeSpring (which increased SAT scores by 110 points on average) and OppNet with a team of experienced, in-house college counselors who will shepherd students through the college admissions process, including interview preparation, FAFSA application, and award letter review.

Once students have matriculated to college, Henry Street’s College Success team continues to offer them support, such as facilitating the transition to college, offering monthly check-in calls and on-campus visits, and organizing “hub events” in geographic areas with a large concentration of students. Expanded Horizons’ College Success staff also offer in-person college success services during school breaks, including academic counseling sessions and group workshops.

Last year, with support from the foundation, 100% of the 46 graduating seniors were accepted into at least one best-match four-year postsecondary institution, with 93% intending to enroll at a four-year institution this fall and 7% planning to attend a two-year institution.

ideas42

ideas42 teaches leaders, policy makers, and practitioners about using behavioral science to help increase college matriculation and persistence among underserved youth. After working on

16 projects with 13 schools and post-secondary partners, ideas42 published a 2016 report, *A Practitioner's Guide to Important Proven Behavioral Interventions in Post-Secondary Education*, that uncovered numerous subtle, often invisible, barriers that hinder students' progress at each step of their journey to a degree. ideas42 then set about designing solutions to improve student outcomes from pre-admission to post-graduation.

In 2017, the foundation conceived of and funded a project to develop and widely disseminate a report that presents to practitioners:

- A comprehensive synthesis of the important proven behavioral interventions in postsecondary education, with analyses of specific strategies that appear most successful overall, and within certain populations
- A guide to supporting innovative practitioners in implementing effective behavioral nudge approaches in their settings

The project will culminate in the 2018 dissemination of the report and the creation of a hotline, staffed by ideas42 and others, who will be available to advise organizations about ways to establish and implement nudge behavioral solutions to college access and success programs.

iMentor

The foundation's 2017 grant provided further support to iMentor's expansion

of its Post-Secondary Program (PSP) by specifically engaging in two primary initiatives:

- Expanding the post-secondary curriculum to support pairs during their second and third years of the program
- Continued innovation in iMentor's technology programs and tools to better support post-secondary pairs

Over the past few years, with support from the foundation, iMentor has improved its technology platform to ensure that students and mentors have a high-quality user experience as they engage in the curriculum, and developed tools to better track and analyze programmatic outcomes. iMentor has identified a need for refining the second- and third-year curriculum of the PSP and deepening the role of the mentor to actively support their mentees during college.

Currently, 77% of iMentor students persist to their second year of college and 67% persist to their third year. Though this far exceeds the national average for low-income students, iMentor has outlined a strategic plan to further improve these and other college success outcomes.

After high school, the iMentor PSP model functions differently for pairs, as weekly communication and support no longer falls within the structured iMentor class that is part of students' caseload. Pairs become more independent and mentors must play a more proactive role in providing timely support to guide their mentees toward persistence and graduation. 71% of the class of 2016 chose to

extend their match in the college program and in 2017, 85% of the New York City graduating cohort opted to enroll in PSP.

iMentor is developing a more cohesive system to communicate with pairs, provide case management support, and more efficiently track pair engagement and performance in the PSP. As part of this grant, iMentor will scope new technology solutions to assess viability and integration with current case management and data collection systems.

Kingsborough Community College—SPARK

In 2017, the foundation provided a third grant to Kingsborough Community College (KCC), one of seven City University of New York (CUNY) two-year colleges with open enrollment, to support its innovative Strategic Partnerships for Achievement and Retention at Kingsborough (SPARK) program.

SPARK is designed to close the educational and employment gap of at-risk students in need of developmental education so that they can complete their education at KCC and be either ready to transfer to a four-year CUNY institution or prepared for job entry. The SPARK model provides a range of customized financial, academic, and personal support to both incoming and continuing students, as well as comprehensive case management, including Single Stop services.

Incoming students receive support through innovative Learning Communities, work with an assigned, dedicated, on-campus case manager throughout their college experience at KCC, and have intensive resources in place

to address math, reading, and writing remediation requirements. Continuing students have access to assigned case managers who holistically address financial, academic, and personal challenges to college retention, and receive placement in new Learning Communities designed exclusively for continuing students' career readiness and exploration.

Students recruited for SPARK generally received the lowest scores on the CUNY reading, writing, and math entrance exams and were placed into the lowest level English and math courses. They have shown dramatic results due to their participation in the program.

Retention rates and performance among all three SPARK cohorts have been significantly higher than among other KCC freshman populations:

Fall 2016 Cohort

- 91.1% first semester-to-second semester retention rate
- 82.9% year-to-year retention rate (surpassing the initial goal of 77%)
- 54.5% of English cohort students completed the English developmental course sequence, compared to 36% of Fall 2015 non-SPARK developmental English students.
- Math cohort students completed the math developmental course at significantly higher rates than non-SPARK students.

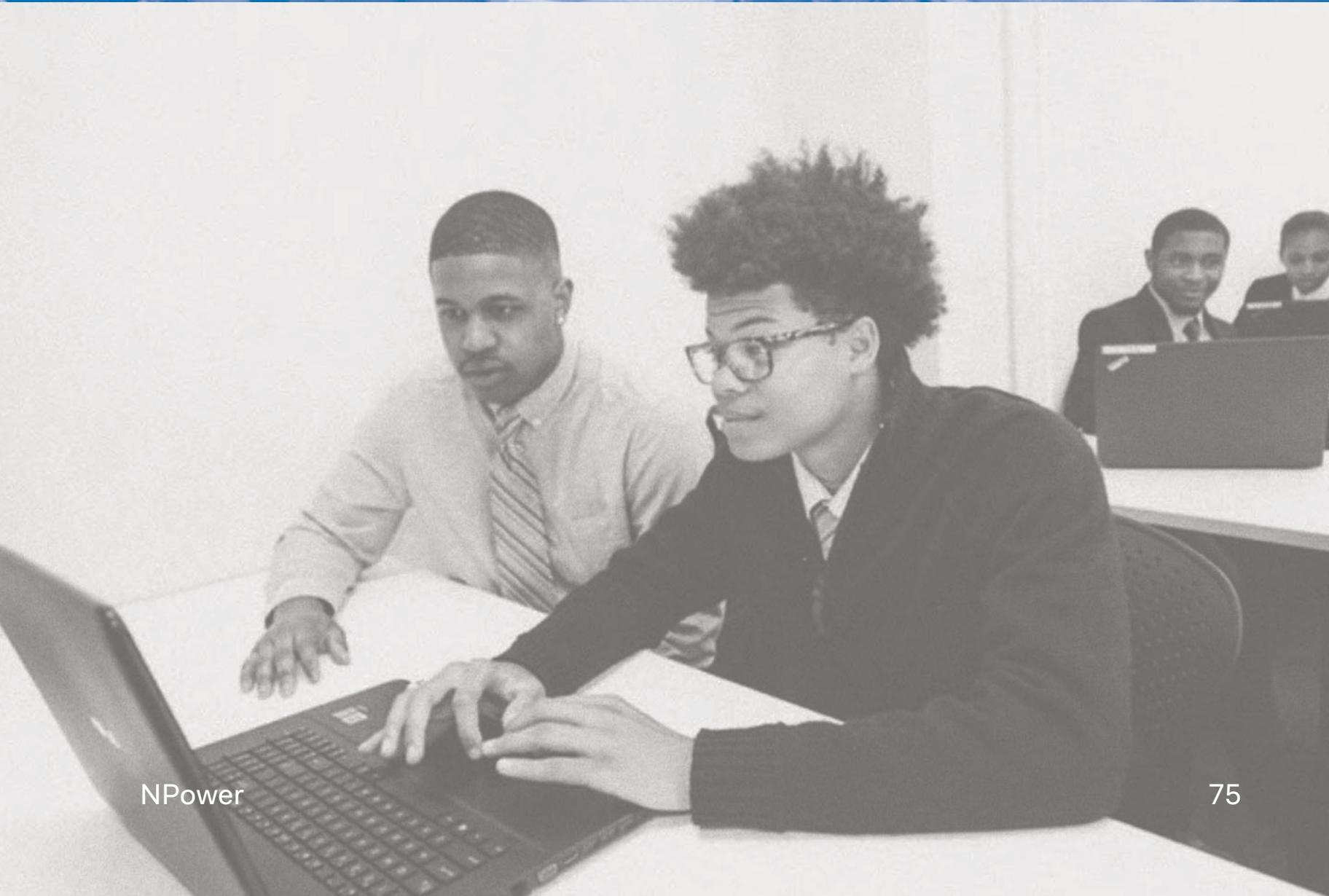
Spring 2017 Cohort

- 93.3% first semester-to-second semester retention rate
- 80% of English cohort students





Springboard Collaborative



NPower





completed the English developmental course sequence, compared to 36% of Fall 2015 non-SPARK developmental English students.

- Math cohort students completed the math developmental course at significantly higher rates than non-SPARK students.

SPARK is intended to be a cost-effective approach to developing and expanding upon KCC's Accelerated Study in Associate Programs (ASAP) model for improving graduation rates. The ASAP model was launched in 2007 in all six CUNY community colleges. A recent MDRC study compared ASAP with regular services and classes at the colleges and several key findings demonstrated its impact, particularly for first-generation college students:

- 8% to 10% increase in semester-to-semester college retention rate
- 25% increase in credits earned toward a degree
- 15% increase in associate's degree completion

These positive effects are among the largest in a community college setting. While the ASAP program yields unparalleled student success, the cost per student prevented scaling of the program.

Based on the success of ASAP, KCC designed SPARK as an effective, lower-cost, more scalable, ASAP-like solution. The SPARK cost per freshman student for the 2016–17 academic year was \$2,062.31 and is projected to decrease to \$1,257 per student for the 2017–18 academic year.

Nudge⁴ Solutions Lab

In 2017, the foundation, building on the continued success of low-cost, high-impact behavioral solutions to address pressing social programs, provided support to the Nudge⁴ Solutions Lab to develop scalable solutions in education and public policy by leveraging behavioral insights, data science, interactive technologies, and deep practitioner partnerships.

The solutions target four priority areas:

- Reducing educational inequality
- Improving educational outcomes for veterans and their dependents
- Reducing chronic unemployment
- Improving re-entry outcomes for incarcerated youth and adults

Nudge⁴ is unique in its approach to connecting people to beneficial resources and opportunities at critical junctures in their lives, whether the focal population is community college students figuring out which courses to take to complete their degree or recently incarcerated individuals navigating the transition back into society. Projects are designed to be scalable to hundreds of thousands or millions of people across the country.

The foundation initially worked with the Carnegie Corporation and other funders to spearhead the launch of the Nudge⁴ Solutions Lab, which was conceived of and is led by a leading researcher in this field, Dr. Ben Castleman (University of Virginia).

OneGoal

In 2017, the foundation provided support for OneGoal to continue to replicate its program to New York City. OneGoal identifies, trains, and supports high-performing champion teachers to implement a three-year college readiness and success curriculum into classroom-based learning. Program Directors work intensively with underperforming students from 11th grade through the first year of college not only to support students to and through college, but to increase their college selectivity tier by at least one level.

OneGoal specifically focuses on addressing college under-matching challenges by targeting mid-range achievers, providing comprehensive services geared towards improved GPAs and standardized test scores, and helping students identify more selective and supportive best-fit colleges.

According to a recent external evaluation conducted by the University of Chicago, OneGoal demonstrated an increase in college enrollment and persistence of 10% to 20% compared to a control group, with a particularly strong effect in increasing four-year college enrollment and persistence. Through this low-cost and scalable model, which relies on existing resources, OneGoal can make district-wide improvements in college success.

Our confidence in the success of OneGoal is based on the thoroughness of its materials, the strength of its core administration, its leadership, and its impressive results. To date, 87% of graduates have enrolled in college and

83% are persisting in college or have graduated with a college degree.

The first class of OneGoal New York Fellows, which enrolled in college in the fall of 2017, achieved an on-time post-secondary enrollment rate of 88%, the highest the organization has seen in its 5+ years. This achievement is especially remarkable given that this class's incoming GPA was 2.7 at the close of 10th grade. Of the students who enrolled in college, 82% are "smart-matched" to a high-quality college (an institution from which a student is more likely to graduate than other institutions in its selectivity tier) and/or an opportunity program such as HEOP, EOP, SEEK, ASAP, etc., with 41% matriculating in high-quality colleges and 41% in opportunity programs.

With our support, OneGoal New York will have an opportunity to reach, in only six years, the same level of scale and impact that it took the founding region (Chicago) nine years to achieve.

Posse Foundation

In 2017, the foundation provided further support to Posse Foundation for its new initiative, Posse Consulting, which we initially conceived of with Posse staff several years ago as a way to provide an earned revenue stream for the core work of Posse Foundation.

Posse Consulting formalizes the organization's expertise in the field of leadership development and diversity training and supports this work among external organizations to build and scale their college access and leadership development programming. Posse Consulting offers other organizations

mentorship, targeted diversity training for their employees through workshops and daylong events, and training on how to reproduce these training programs.

This initiative has enabled Posse to expand its impact in higher education as well as increase its influence over how college access programs and corporate diversity initiatives approach and address challenges related to promoting equity in their institutions.

Posse Consulting has worked with other Heckscher grantees, including Henry Street Settlement and College-Spring. Other clients of Posse Consulting have included New York University, Lafayette College, Franklin & Marshall College, NYU Stern School of Business, Pennsylvania Consortium for the Liberal Arts, Harvard Graduate School of Education, Bloomberg LP, National Society of Black Engineers, Office of the New York State Superintendent of Education, and The New World Foundation.

SUNY Student Emergency Fund

The financial aid system often falls short when it comes to supporting students who are at risk of dropping out of school because of financial crises caused by, or that result in, unexpected one-time expenses such as rent arrears, medical expenses, homelessness or threat of eviction, and back-up transportation/car repairs. One-time costs associated with these sudden events are often less than \$1,500.

Emergency grants programs are often constrained in funding resources and cannot meet the demand for aid, which leads institutions to limit market-

ing of the availability of funds in fear of opening the floodgates. Furthermore, these programs often do not track the impact of their aid dissemination on student retention, making it difficult to identify best practices.

The Great Lakes Higher Education Foundation funded an emergency grants program which, over the three-year grant period, resulted in 73% of Pell-eligible emergency grant recipients either graduating or remaining enrolled, compared to 67% before the program began and 59% for all students attending a public two-year institution in the US. Great Lakes has continued to fund this program, which now reaches 32 two- and four-year institutions in Arkansas, Iowa, Minnesota, North Dakota, Ohio, and Wisconsin. Of the students who received an emergency grant in spring 2016, 88% remained enrolled in fall 2016 compared to 74% of all Pell-eligible students at the institutions.

Together with the Gerstner Family Foundation (GFF), which has long supported such programs, the foundation crafted a Student Emergency Fund program to help State University of New York (SUNY) students facing a financial emergency get assistance in the short term so they can graduate from college in the long term.

The SUNY Impact Foundation will administer the Heckscher/GFF program, collect data, and study the effects of the emergency funding. Initial grant awards, dependent upon undergraduate enrollment, range from \$50,000 to \$100,000 per SUNY campus with an additional 10% of the grant amount available to cover direct administrative

expenses. Grants were awarded to seven SUNY campuses: University at Albany, University at Buffalo, SUNY Buffalo State, Cayuga Community College, Dutchess Community College, SUNY Oneonta, and SUNY Orange.

The Opportunity Network

The Opportunity Network (OppNet) offers high-achieving, underserved students a clear path to career opportunities, professional networks, and colleges. The foundation supported the development of OppNet's Career Fluency Portal, an engaging, interactive web-based platform, which has enabled OppNet to maximize its partnership model with community-based organizations and schools by delivering content, resources, and training in a more accessible and efficient way while maintaining fidelity to its model. The portal functions as a teaching aid in the classroom and as a tool for educators and youth development professionals, providing college and career readiness content to underserved young people.

Emphasizing personal and professional networks and social capital, OppNet's Career Fluency curriculum is defined by extensive and intensive intervention over six years with a holistic focus on college and careers. From sophomore summer through senior year of high school, OppNet Fellows participate in weekly after-school sessions focused on career exploration, networking, and professional etiquette. They receive intensive college advising on how to supplement in-school guidance and

hold paid summer internships. Once in college, Fellows receive more than 300 mentoring and counseling sessions. Last year, 100% graduated from high school on time and 97% matriculated at selective four-year colleges. 100% of Fellows have graduated or are on track to graduate from college within six years. Among those who graduated, 90% secured full-time employment within six months of completing college.

In 2017, the foundation supported OppNet's expansion into partnership pilots to help other organizations, such as WHEELS, Harlem RBI, and East Harlem Tutorial Program, among others, build their own internal capacities to develop students' college and career competencies. OppNet is investing in codifying curriculum/refining tools, conducting rigorous evaluations, methodically testing/answering critical questions, and continuing to grow reach/build capacity for engaging in additional partnerships.

Through this work, OppNet will further solidify its menu of curricular offerings, refine partner selection and screening tools, build a business development model that will allow the organization to proactively pursue partners for whom they can drive greatest impact, and continue advancing evaluation practices to push toward long-term outcomes.

The TEAK Fellowship

In 2017, the foundation continued its support for the TEAK Fellowship, which focuses on generating access to high-quality educational opportunities for motivated New York City youth. Established in 1998, TEAK is an academic

and personal enrichment program for youth starting in sixth grade and extending beyond college graduation. Acceptance is based on financial need, academic motivation, and talent.

TEAK begins preparing youth in the spring of sixth grade to gain admission to top public, independent, and parochial high schools, and to succeed once enrolled. TEAK students embark on a 16-month cycle of programs to prepare for the competitive admissions process to selective high schools. Preparatory programs include the Spring Intensive, a six-week after-school academic program; two Summer Institutes, six-week intensive programs in English, math, Latin, science, research, and arts; a test preparation course; and comprehensive high school placement guidance to help navigate the admissions and financial aid application processes.

Among TEAK Fellows, 100% graduate from high school and are accepted to four-year colleges and universities, with over 96% admitted to selective schools.

EDUCATION

Sports Hook College Access

CitySquash

CitySquash, a first-time grantee in 2017, is a Bronx-based squash program serving students from third grade through college graduation with after-school squash and academic programming that focuses on five key goals for its students:

- Develop upstanding character
- Improve academic performance
- Become competitive squash players
- Attend quality high schools
- Graduate from college

Main entry points into the program are in the third, fourth, or sixth grade. In addition to squash instruction, students participate in character education curricula and supplemental curricula aimed at building developmentally-appropriate academic skills and content knowledge for elementary, middle, and high school students. Mandatory tutoring is required for any student with an average below 80%.

CitySquash also has dedicated placement programs at both the high school and college transition points.

The high school placement program works with students beginning in seventh grade to prepare them for and guide them through the application processes to public, parochial, and private high schools. Students then visit colleges beginning in high school and, in the 11th grade, begin focusing on college prep

through targeted workshops and test prep. 100% of CitySquash high school seniors have graduated from high school and 98% of high school graduates have matriculated to college.

Harlem Lacrosse

Harlem Lacrosse, a first-time grantee in 2017, is an in-school and after-school lacrosse program serving middle school and high school students that focuses on academic performance, social-emotional growth, deep personal engagement, and on-time school advancement.

Each school partner has a program director who provides full-day support within the school, enabling them to collaborate with school counselors and teachers as well as offer a support system of mentorship and guidance to students.

Harlem Lacrosse serves 350 youth five days per week year-round with push-in academic support, high school admissions exam tutoring, SAT and ACT prep courses, admissions counseling, and financial aid assistance. Harlem Lacrosse also works extensively on high school placement to connect students to the most appropriate public, charter, independent, and boarding schools.

Since Harlem Lacrosse's establishment in 2011, 100% of its students have graduated from middle school on time, with an average GPA increase of 5% to 10%. They have outperformed peers in English, science, and math by 10% to 15%.

New Heights Youth

New Heights Youth provides year-round academic and basketball programming for over 250 underserved New York City youth through both after-school and summer programs. Its core program, College Bound, offers comprehensive upper elementary, middle school, and high school educational programming and support services. College Bound components include leadership development, academic support, high school placement assistance, college placement assistance, summer academy, and college completion services.

Our 2017 grant allows New Heights to refine its literacy curriculum to create an effective model without re-inventing the wheel. New Heights expects 70% of middle school participants to either meet or surpass state literacy proficiency standards, or demonstrate more than a one-year improvement in literacy level from the prior year. On average, 36% of city students meet those standards.

Row New York

Row New York has been a grantee for many years because it is one of the most successful outcomes-driven sports and college prep programs in operation in New York City. Row New York maintains stellar metrics with 95% of students matriculating to college, an 89% first-year completion rate, and an 85% college graduation rate.

Row New York serves sixth-grade through 12th-grade students from under-resourced high schools with year-round programming that includes

a blend of competitive rowing and individualized academic support. Youth participate in Regents test prep, a seven-week SAT prep course during the summer, career development activities, and college visits. They receive one-on-one assistance with the college and financial aid application process and assistance with recruitment to college rowing teams. The organization does not screen based on academic performance but, once admitted to the program, students with a GPA below 80% focus exclusively on grade improvement by engaging in tutoring and small-group academic instruction.

Row New York currently serves 230 middle and high school students at its Manhattan site on the Harlem River and its additional site in Queens. Its capacity is limited by the availability of rowing facilities where the organization can house academic programming and equipment, but the program has the potential to serve 500 youth.

In 2017, the foundation supported Row New York's programming and capacity-building effort, which is focused on building a new boathouse for its headquarters to allow it to serve more youth in a comprehensive onsite program and to increase earned revenue streams.

StreetSquash

StreetSquash, a first-time grantee in 2017, is a Harlem-based squash program serving sixth- through 12th-grade students with after-school squash, individual and small-group tutoring, literacy enrichment, and college

access and success programming. Our funding specifically supports the College Access, Success, and Alumni Support Program (CASAS).

For one day a week, beginning in ninth grade, each student attends college preparation courses that focus on core academic and writing abilities. In 10th grade, students continue the weekly courses but shift focus to college knowledge and begin college visits. In 11th grade, they continue to participate in college visits and receive ACT prep. In 12th grade, students are individually counseled through the college application and financial aid processes. CASAS staff prioritize connecting students to New York State Opportunity programs such as HEOP, EOP, and SEEK.

Once in college, StreetSquash maintains monthly check-ins with students and an in-person meeting each semester for local students. StreetSquash expects 100% of seniors to matriculate to a postsecondary program and to have 85% of students matriculate to the second semester.

EDUCATION

Arts Education

Atlantic Theater Company

Atlantic Theater Company's Staging Success program is cross-curricular and incorporates ensemble-building exercises that promote teamwork, collaboration, and leadership. Staging Success teaching artists work in tandem with school administration and teachers to use drama as a teaching supplement infused into English and history classes.

The program is a whole-school high school model for six to 10 weeks, meeting two to four times each week.

- Ninth-grade students attend an introductory theater and ensemble class.
- 10th-grade students are introduced to acting techniques and use them to analyze dramatic material linked to academic curriculum.
- 11th-grade students write their own scenes and monologues inspired by source material from English and history classes.
- 12th-grade students participate in an afterschool mentorship program and form their own theater company culminating in an original play.

Staging Success has had impressive academic results. In the 2016–17 school year, English Regents pass rates at one high school increased from 53% to 68% and U.S. History Regents pass rates from 51% to 67%. A second high school maintained a 76% pass rate on the English

Regents and a 72% pass rate on the U.S. History Regents.

Our 2017 grant supported the curriculum development for Staging Success to expand into the 11th grade and to align with current coursework as well as the New York State Common Core.

Epic Theatre Ensemble

In 2017, the foundation provided continuing support to Epic Theatre Ensemble, which uses an arts integration model that builds language and literacy skills to improve students' academic performance. The Epic model successfully accomplishes this integration of arts into academia by connecting professional artists to students in underserved communities in New York City. Epic operates in-school, school-wide educational arts programs at underserved partner schools and provides supplemental programs to additional schools. Students write and perform theater productions that incorporate academic lessons, and youth interested in participating in after-school theater programming can become a part of the Shakespeare Remix or Epic NEXT programs, which provide more intensive arts-plus-education interventions.

In 2017, the foundation's support enabled Epic to further develop college access and persistence strategies to support high school students in its Shakespeare Remix program at six schools at the Evander Childs Campus. The expansion followed a successful pilot at Bronx High School for Writing and Communication Arts which resulted in college enrollment rates nearing 100% for students who participated









in its in-school and after-school programs. The 2017–18 program serves 560 juniors and 90 seniors.

NYC SALT

In 2017, the foundation provided continuing support to NYC SALT, a program that offers high-end photography instruction plus college preparation and mentoring. NYC SALT's four-year studio program exposes students to the photography industry while building college readiness skills through an intensive studio program.

The program has three components:

- Weekly classes in digital photography offered at advanced levels and taught by industry professionals
- Intensive college preparation instruction and long-term college success and career mentoring
- Career exposure, readiness, and connection to internships and employment

Since NYC SALT's first graduating class in 2011:

- 100% of studio program high school seniors have graduated college-ready and enrolled in college.
- 100% of the first cohort of college seniors graduated from college on time in four years.
- 84% of current college students are on track to graduate on time.

In 2017, the foundation supported the expansion of the residency program from 150 to more than 200 youth for

the 2018–19 program, and the expansion of NYC SALT staff to increase the executive director's capacity and ensure that internal systems are sufficient for the new program size as well as planned growth.

The Lark Theater

The Lark Theater's Apprentice program, a first-time grantee in 2017, serves aspiring youth arts administrators to work in communications, artistic programs, global exchanges, roundtables and casting, and development. The apprenticeship program aims to bridge the gap between the classroom, where many apprentices do not learn lessons on finding a sustainable career path in the arts through hands-on experience, and the professional world.

The program's focus on developing personal and professional skills has led to impressive outcomes for past apprentices. 100% of graduating apprentices have moved forward into jobs as production staff, administrators, and fundraisers at a range of important theaters and production companies, as well as assistant roles for prominent artistic directors and field leaders.

Urban Arts Partnership

Urban Arts Partnership (UAP) is a prime example of an organization that effectively implements arts-based education models in partnership with high-poverty public schools through its Fresh Prep program.

In 2017, the foundation renewed its support for this program, which targets under-credited students who have previously failed their Regents exams and

are at risk of failing or dropping out of school. Students review Regents material in original hip-hop songs and then perform the songs in front of the class, receive coaching and support from Fresh Prep staff, and take practice tests.

New York City Department of Education data show that 60% of participants in the Fresh Prep program passed their Regents exams in one year. Our grant supports the implementation of Fresh Prep in 10 high schools, with 50 to 60 hours of instruction for 400 students. In addition, 12 high school teachers from the 10 partner schools receive intensive professional development in the Fresh Prep curriculum to further support the students. UAP projects that a minimum of 65% of Regents takers will pass their respective exams.

WORKFORCE DEVELOPMENT

COOP

COOP is an apprenticeship and job placement program that targets underserved and underemployed City University of New York (CUNY) students and recent graduates with a clear career path in the digital media industry. Since the program launched, COOP has run 30 cohorts and served a total of 400+ participants, over 90% of whom are minority and more than 50% are first-generation college students.

COOP partners with multiple CUNY colleges (Baruch College, Brooklyn College, City College of New York, Lehman College, and Guttman Community College) as well as community-based organizations entrenched in the CUNY system to find high-potential but underemployed CUNY students/recent graduates in need of direction for full-time employment opportunities with upward mobility.

85% of program graduates have launched full-time careers in tech, design, and media. Their average incoming salary is under \$20,000, which more than doubles to \$45,000 in the first year after completing the program. In the second year post-program, the average increases again to \$60,000, or more than triple students' incoming salary.

COOP participants are placed in a four-month training program in small cohorts of 10 to 14 peers. During the program, cohorts engage in 200 hours of training on digital marketing skills

(including Google AdWords/Analytics, Microsoft Excel, Search Engine Optimization, Facebook Ads, HTML, and Adobe Photoshop), soft skills (résumé building, networking, and interviewing skills), and project-based learning through client partnerships, with teams of apprentices providing pro bono digital marketing services.

In 2017, the foundation supported the growing need for Data Analytics professionals resulting from the growth in Salesforce Administrator positions. In partnership with Salesforce Foundation, which donated in-kind, tuition-free training and curricula, COOP added the new Data Analytics Apprenticeship to its job training model as a complement to its signature Digital Marketing Apprenticeships. Partners and employers include CUNY, General Assembly (via a Department of Labor grant), Salesforce, and employers sourced from COOP's existing job placement pipeline in the digital media industry.

JobsFirstNYC

In 2017, the foundation supported JobsFirstNYC's Seasonal Talent Exchange (STE), an employer-led program that seeks to strengthen seasonal job experiences for young workers and create mechanisms to enable seasonal workers to develop the skills and work experience needed to transition to year-round employment.

This model involves the intentional exchange of common workers across a set of companies (Modell's, Uncommon Goods, Swiss Post Solutions, Wildlife Conservation Society, and Alliance for

Coney Island) to link employees to at least two seasonal work experiences within the same year. JobsFirstNYC acts as the coordinator to ensure smooth transitions and devise a protocol for complementary on-boarding and off-boarding processes throughout the year, ensuring a direct hand-off from one employer to the next.

STE will enroll 200 youth ages 18 to 24 and provide a common customer service training curriculum to establish standard practices and increase productivity and efficiency on the job across employers. JobsFirstNYC anticipates 100% of all participants will successfully transition from one seasonal placement to another within the first six months and 75% of participants will make two successful transitions within the first year. Additionally, JobsFirstNYC expects at least 33% of all hires to convert to full-time, year-round employment within one year of engagement with one of the participating employers, or a comparable role where they can leverage the experience gained through STE.

LevelUp America

LevelUp America is an education-through-employment program that will prepare and place 16 to 25-year-olds who lack four-year degrees in digital opportunity careers.

LevelUp's target population is youth, recruited from community colleges and high schools, who have completed high school and are in the workforce but underemployed in low-paid work with limited career mobility. Content will be delivered through already-existing

EdTech companies, such as Coursera, Udacity, and General Assembly, which currently reach predominantly easier-to-serve populations and self-directed learners. Ultimately, LevelUp expects employer partners to fund a significant portion of its work by committing to contribute 10% of placed employees' first-year compensation, which represents a savings of 10% to 15% compared to typical recruiting firms' fees.

The planning phase will focus on securing pilot employer commitments, establishing pilot regional sites, designing the beta learning program, recruiting pilot students, and coaching and onboarding a researcher to assess impact. In its first year, the pilot will aim to serve 500 youth nationally at two regional sites with two cohorts each. LevelUp will track learner engagement, completion, time to hire, and employee retention as measures of success for the initial pilot phase.

NPower

NPower is a national, youth-focused workforce organization that provides information technology sector-based job training and placement and pro bono technology service projects to nonprofits by deploying its youth workers at partner companies. The overarching goal is to create a pathway for unemployed, underemployed, and nontraditional students to compete for jobs in technology at large employers who typically use a credentials-based system (such as a four-year degree from a top-tier institution) for selecting new hires at the entry level.

NPower has a track record of 80% youth employment in the IT industry with an additional 5% pursuing higher education.

In 2017, the foundation funded a pilot program that uses a new Cloud Computing curriculum for Tech Fundamentals alumni to improve earnings potential. The Cloud course is a hybrid online/in-person eight-week curriculum in the evenings that permits NPower alumni to continue working full-time. NPower currently graduates approximately 150 students annually from Tech Fundamentals.

NPower recruits two pilot classes of 25 students each from the Tech Fundamentals alumni to ensure students have the appropriate tech education background to succeed in the Cloud curriculum. Students graduate with the Amazon Web Services (AWS) Solutions Architecture Associate certification and will be placed in an optional seven-week paid internship with NPower partners such as Accenture and AWS, both of which have agreed to intern and full-time hiring commitments. This credential is highly marketable, as the demand for cloud expertise is growing rapidly.

NPower's goal for Cloud graduates will be either new full-time job placements or promotions accompanied by appropriate wage growth. The expected entry-level salary range is \$40,000 to \$75,000, depending on professional experience and tech-based education.

The Door

In 2017, the foundation, in partnership with the Gap Foundation, again funded The Door, a program of This Way Ahead, a youth workforce initiative

that capitalizes on growing employer demand in the retail industry. This Way Ahead provides youth in 12 cities across North America with the opportunity to build workplace skills and put them into practice while receiving a paycheck at The Gap, Old Navy, and Banana Republic stores. The Gap will focus its funding on support during the internship phase, providing job coaches employed by The Door to encourage persistence and address barriers through weekly support.

In 2017, 285 youth ages 16 to 21 successfully completed retail skills and customer service training, with 235 of them then placed in paid internships in Gap, Inc. stores in New York City. At least 185 (65%) of these interns will be offered full- or part-time jobs. Based on prior results, most of these youth are positioned to meet job retention goals of at least two years, which is significant for this target population.

Unlike many employer workforce programs, which provide internships, The Gap has committed to providing extensive job support and true jobs. Few employers have been willing to invest in this way, making the program unique.

CAPACITY BUILDING AND TECHNICAL ASSISTANCE

Arbor Brothers

Arbor Brothers identifies, funds, and assists promising education and workforce development nonprofits in New York, and assists in the creation of management tools and strategic plans for nonprofits meeting the foundation's mission. Nonprofits served include several Heckscher grantees: Exalt Youth, a program providing career and education programs in the juvenile justice area; Bottom Line, a college readiness program; and Row New York, a specialized rowing and college readiness model.

Over the last five years, Arbor Brothers grantees have had an 83% success rate securing support from other funders, including the Robin Hood Foundation, New Profit, and the Edna McConnell Clark Foundation. Additionally, the median Arbor Brothers client has more than doubled the number of young people it serves as well as its revenue.

In 2017, the foundation provided capacity-building project support to Arbor Brothers to expand its portfolio of youth-serving organizations to nine grantees.

The NYPRI Fund

In 2017, the foundation provided further support to SeaChange Capital Partners' New York Pooled PRI Fund (NYPRI). NYPRI makes flexible, high-impact investment capital available to organi-

zations working with and on behalf of underserved youth and families in New York City. These investments primarily focus on nonprofits though for-profits doing similar work with an explicit social purpose are also considered.

The foundation's 2017 commitment funded the capital costs for The Equity Project (TEP) Charter School's expansion of its elementary school in Washington Heights. TEP has been committed to keeping overhead costs down to attract great teachers by providing top-dollar annual compensation to teachers and a performance bonus. TEP, originally a 480-student fifth- through eighth-grade middle school, added a 120-student kindergarten in August 2016 and is expanding to become a 1,200-student kindergarten- through eighth-grade school by 2020.

The NYMAC Fund

In 2017, we again supported SeaChange's New York Merger, Acquisition, and Collaboration Fund (NYMAC), which makes grants to help cover the one-time, out-of-pocket costs associated with a nonprofit's exploring or completing a transaction. Although NYMAC will consider transactions in every issue area and involving organizations of all sizes, it only makes grants in situations where independent, flexible, and fast funding can play a material role in the exploration, structuring, or successful completion of a transaction.

As a neutral, credible, experienced outside party willing to invest time and money, NYMAC seeks to work constructively with the funders, boards,

and leaders of organizations considering transactions as a catalyst for sensible action. SeaChange has evaluated more than 100 opportunities and funded more than 25 transactions.

HECKSCHER LIBRARY PRIZE

Heckscher Prize for Outstanding Service to Children and Youth

In 2017, the foundation once again joined the Charles H. Revson and Stavros Niarchos Foundations' NYC Neighborhood Library Awards initiative with its second annual Heckscher Prize for Outstanding Service to Children and Youth. The winner, Grand Concourse Library in the Bronx, received a prize of \$20,000 to spend on their branch.

The Heckscher Prize for Outstanding Service to Children and Youth recognizes the important role branch libraries play in the education and development of children and teens in New York City, particularly those in our most underserved communities. Grand Concourse Library offers a free video visitation program for families with incarcerated loved ones.

Known as the "Oscars of Libraries," the NYC Neighborhood Library Awards generated a record-breaking 24,000 nominations in 2017, an increase of more than 30% from 2016.







Catalytic Giving

BioBus

The foundation provided early funding to BioBus, a mobile science laboratory that parks in front of schools throughout New York City to help minority, female, and low-income students from kindergarten through college discover, explore, and pursue science. Since our initial support, over 15 major foundations, corporations, and government entities have committed funds to assist over 200,000 students at more than 500 schools to discover the thrill of science. Students who board the BioBus learn to use advanced laboratory equipment, participate in curriculum-aligned scientific instruction, and are exposed to sustainable energy/green technology through the bus's construction. Students who exhibit a desire to delve deeper into the sciences, conduct additional experiments, or explore science-related careers are able to do so at one of two BioBase locations in Harlem or the Lower East Side.

Strategic Partnerships

College Admissions Cognitive Advisor

The foundation is a founding partner supporting the development of the College Admissions Cognitive Advisor, an innovative, web-based tool that will provide guidance and information for tens of thousands of high-achieving, low-income, college-qualified students who do not have adequate tools and advisement to guide them through the college admissions process.

Conceived of in 2016, the project brings together a prominent technology partner, the leading provider of information to college-bound students (College Board), and a small group of foundations (Heckscher Foundation for Children, Jack Kent Cooke Foundation, ECMC Foundation, Carnegie Foundation, and Marie-Josée and Henry R. Kravis Foundation). The Jack Kent Cooke Foundation is developing content for and will curate the College Admissions Cognitive Advisor while the College Board has committed to providing data for and hosting this new technology. This collaborative approach is intended to make the Advisor the “go-to” website for college research, application, funding, and preparation.

The College Completion Innovation Fund of Graduate NYC!

The foundation helped to form the first collaborative fund involving the City University of New York (CUNY) to focus exclusively on college retention and completion in New York City. Other collaborators include the Michael & Susan

Dell Foundation, Capital One Foundation, Carroll and Milton Petrie Foundation, and the Stella and Charles Guttman Foundation.

Graduate NYC! is a college readiness and success initiative funded by the Bill & Melinda Gates Foundation. It brings together the resources of the Mayor's Office, the NYC Department of Education, CUNY, several city agencies, and local community-based organizations with the goal of doubling the number of CUNY graduates by 2020.

The Common Application

The foundation invested in a funding partnership with the Michael & Susan Dell Foundation and the Laura and John Arnold Foundation to support a unique partnership with The Common Application: an intervention to incentivize low-income students to increase their college options by applying for financial aid via the FAFSA application process. Using an established online database from The Common Application, the intervention focused on financial aid awareness campaigns delivered via a combination of text, email, and US Postal Service communications to help students think through net costs and available financial aid when choosing which colleges to apply to.

Targeted Problem-Solving

Early Dyslexia/Reading Disability Screening App

The diagnosis of developmental dyslexia in underserved children is primarily based on a "wait to fail approach." Dyslexia diagnoses are usually not made before the third grade despite the fact that studies show that intensive interventions are most effective in kindergarten or first grade, and other studies show that up to 92% of at-risk beginning readers achieve average reading ability levels when provided with intensive instruction.

In 2017, the foundation supported a targeted solution to address the current state of dyslexia diagnosis. Dr. Nadine Gaab of Boston Children's Hospital (BCH) in collaboration with Dr. John Gabrieli of MIT have shown through a study of more than 1,500 kindergarteners that a carefully-selected screening battery can identify children at-risk of developing dyslexia. Dr. Gaab is partnering with BCH's Digital Health Accelerator, which builds and scales digital technologies, to develop an early developmental dyslexia and reading disability screening app. The app will be a cost-effective platform that can be readily accessed by parents, teachers, and pediatricians and will consist of an interactive game that can screen for early indicators in approximately 30 minutes.

Nudge Strategies to Prevent Youth Fines at the Brooklyn Public Library

Hundreds of thousands of New York City children, the majority of whom live in poor neighborhoods, have not been able to, and still cannot, check books out of the library because of outstanding fines of less than \$15. These fines operate in a punitive manner, preventing young people from borrowing books and research materials needed for assignments that can only be completed outside library hours.

Since the majority of children and youth in New York City do not have in-school libraries, they have no ability to take books home from any sources. The foundation first called attention to this problem and then another foundation agreed to offer an amnesty program. No programs, however, effectively deal with helping children avoid future library fines.

The foundation supported a targeted solution with the Brooklyn Public Library to implement nudge interventions to help students and their parents manage overdue books and avoid fines.



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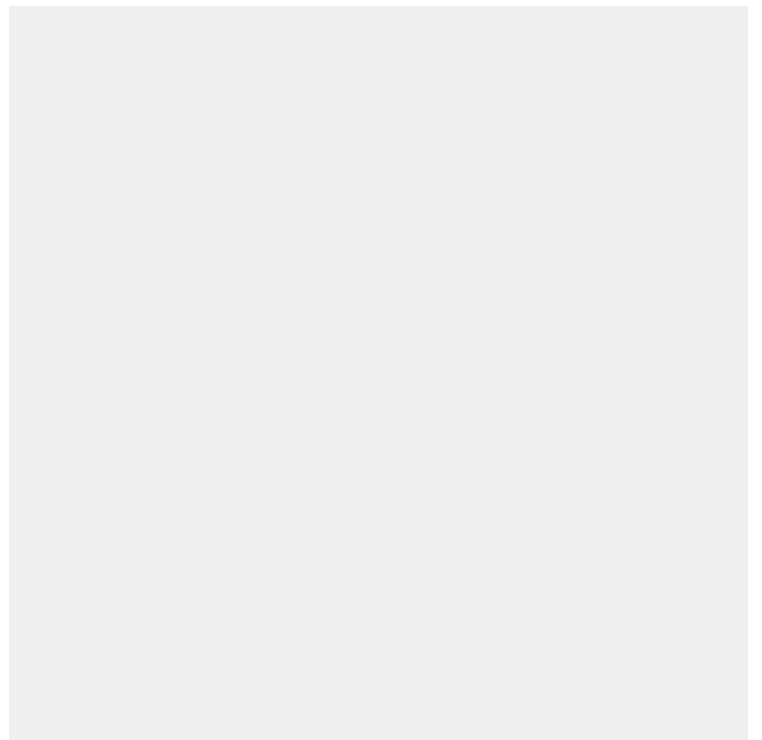
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