BEING BOLD MEANS 2018 YEAR IN REVIEW
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CHAIRMAN'S MESSAGE
Anyone whose work takes them into the poorest communities of our city and state, as ours does, can’t help but notice that, over the years, there has been little change in the lives and future prospects for underserved children and young adults. Yet the richness that surrounds these poor communities continues to grow as the gap between rich and poor seems to ever widen.
The resources in New York City are almost limitless. Our hometown has the most vibrant economy, the most billionaires, the highest wages, the largest financial sector, and is among the most expensive cities in the world for real estate. If New York City were a country, its economy would be bigger than Switzerland’s.
Amid this contrast of abundance and deprivation, we now face the milestone of 100 years as an independent foundation. How can we most effectively address wealth inequality among our youth, particularly the unequal distribution of jobs and educational resources, in a way that creates lasting impact?

Our answer has been to focus on high-
leverage funding strategies—catalytic giving, strategic partnerships with other funders in the public and private sectors, and targeted problem solving—while seeking out what we like to call inflection point funding, focusing on those specific obstacles that keep underserved youth from realizing their full potential and the key
junctures where our grants might change the course of their lives. We ask ourselves: 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? As we look to the future, we also intend
to ask ourselves and those we fund to be bold. Being bold means challenging our grantees to take more risks to equip young people with the skills they need to succeed in an ever-more competitive world and, at times, accepting corresponding failures. Being bold means demanding more from our grantees’ Board of Trustees, whose
philanthropy we encourage with matching grants for increased board support. Being bold means encouraging curriculum-sharing among community-based organizations, and supporting teachers and schools willing to share best practices that lead to substantive increases in student outcomes, like our East Harlem Pride initiative does. Being bold means focusing
on college students’ financial emergency needs, like our SUNY Student Emergency Fund which provides low-income students with small grants they can obtain with a minimum of red tape, keeping them in school and on track for graduation. It means supporting new revenue-generation models for community-based organizations, as
we are doing with our “pay for success” initiative with the City University of New York. It means betting on and encouraging effective leaders as the key to every success. And it often means, in the words of former New York City mayor Michael R. Bloomberg, “emboldening government,” not replacing it.

It is equally important to say what being
bold does not mean to us. It does not mean that we, or the organizations we support, must always strive to serve more young people, open new locations, or seek to “scale” for scaling’s sake alone. It does not mean trying to answer questions about professional development for teachers when we don’t know what effective teach-
ing itself means. It does not mean supporting a technology solution for a problem without a thorough appreciation of what other solutions exist, or without clearly understanding what the problem is that the technology solution is trying to solve in the first place. And being bold never means forgetting the generosity of spirit and the dedication of our found-
The author acknowledges with gratitude the words of former New York City mayor Michael R. Bloomberg in his 2015 Letter on Philanthropy for the phrase “embolden government” and inspiration provided by The Wall Street Journal in its Thanksgiving editorials, “The Desolate Wilderness” and “And the Fair Land,” which have been published annually since 1961 and which he has read to family and friends faithfully each year, much to the rolling eyes of his children and wife.
BEING BOLD MEANS
OUR HI
STORY
Charles August Heckscher, a visionary who achieved great financial success, believed that wealth should be shared with others less fortunate. He started the foundation in 1921 as one of his many benefactions. 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.
Arthur Smadbeck, a friend of August Heckscher and a fellow philanthropist who shared a deep dedication to public service, reluctantly took over a shattered financial and management structure in the 1930s and made possible the survival and emergence of the foundation as a major benefactor. Arthur 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 charitable efforts, while also overseeing his own successful businesses and extensive philanthropic endeavors.
Ruth Smadbeck ran the foundation for over 50 years including its 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, all while broadcasting two weekly radio programs offering guidance on childcare. She began as a volunteer several years after the foundation’s building opened and brought to its philanthropic activities a lifelong dedication to, and love for, children.

1980s: THE FOUNDATION EVOLVES

At Ruth Smadbeck’s death in 1986, annual distributions to charity had grown to over $1 million and assets
had exceeded $22 million. Louis Smadbeck, a renowned real estate entrepreneur and civic leader, became Chairman of the 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.

1990s: A NEW GENERATION ASSUMES LEADERSHIP

In 1997, Howard G. (Peter) Sloane became Chairman and CEO of the foundation. He continues to preside over its many philanthropic projects. Today, assets have grown to well over $300 million and annual distributions to charity have dramatically increased.
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
- Strategic Partnerships
- Targeted Problem Solving
OUR APPROACH
We fund 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.
Selected 2018 Grantees:
Catalytic Giving

- Bottom Line 85
- Brooklyn Public Library 91
- Classical Charter Schools 97
- College Access: Research & Action 101
- College Advising Corps 107
- Genesys Works 111
- Global Glimpse 115
- Leadership for a Diverse America 123
- New Visions 147
- Nudge Solutions Lab 153
- OneGoal 159
- The Opportunity Network 167
- Pursuit 175
- Residential Summer Programs at SUNY 183
- Row New York 187
- SUNY Student Emergency Fund 195
STRATEGIC PARTNERSHIPS
We promote 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.
Selected 2018 Grantees: Strategic Partnerships

- Arbor Brothers 222
- Code Nation 225
- College Completion 229
- Innovation Fund
- The Door 234
- East Harlem Pride 237
- School Collaboration
- Per Scholas 245
- Quality Services for the Autism Community 248
- RevJen 253
- SeaChange 255
- Capital Partners
- Student Leadership Network 257
- uAspire 260
TARGETED PROBLEM SOLVING
OUR APPROACH
We define specific challenges that have attainable solutions and then encourage creative problem solvers to test those solutions, which often address barriers to equal opportunity that have been overlooked or under-appreciated.
Selected 2018 Grantees: Targeted Problem Solving

- The Education Trust—New York 286
- Goddard Riverside Community Center Options Program 292
- JUMP Math 296
- Quill 304
- READ Alliance 310
- Springboard Collaborative 314
- Warrior-Scholar Project 320
PROVEN MODELS

OUR APPROACH

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These selected grantees reflect those organizations and institutions whose work we are proud to have supported over multiple years, and which we continued to support in 2018.
Selected 2018 Grantees: Proven Models

* America Needs You 350
* Breakthrough New York and Breakthrough Miami 358
* Bronx Center for Science and Mathematics 364
* COOP 368
* Epic Theatre Ensemble 374
* New Heights Youth 378
* NYC SALT 381
* Reading Partners 385
* Red Hook Initiative 388
* TEAK Fellowship 394
* The Writing Revolution 398
SELECTED 2018 GRANTEES
CATALYTIC GIVING
SELECTED 2018 GRANTEEES

- Bottom Line
- Brooklyn Public Library
- Classical Charter Schools
- College Access: Research & Action
- College Advising Corps
- Genesys Works
- Global Glimpse
- Leadership for a Diverse America
- New Visions
- Nudge Solutions Lab
- OneGoal
- The Opportunity Network
- Pursuit
- Residential Summer Programs at SUNY
- Row New York
- SUNY Student Emergency Fund
In 2018, we initiated and funded the initial phase of a “pay for success” program involving Bottom Line and Lehman College, a senior college of The City University of New York. Bottom Line will provide college persistence services at Lehman College and, if certain benchmarks are reached, Lehman College and the Office of the Mayor of New York City have agreed to pay part of the costs of the services. The goal is to build out this cost-sharing model with additional college partners to ensure sustainability and to increase student reach while maintaining high-quality services. Advisors on the project include Project Evident, a Boston-based consultancy, and Dr. Ben Castleman of the University of Virginia.
Bottom Line fills a gaping hole in the suite of college-focused programs in New York City by focusing on successful college completion in addition to college access support. Bottom Line targets mid-achieving students who are not necessarily accessing top-tier institutions of higher education. These students are realizing exceptional college persistence rates thanks to Bottom Line’s hands-on guidance at its 21 partner colleges in or near New York City.

Since launching in 2011, Bottom Line has achieved remarkable success:
- 78% 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.

- Alumni average student loan debt in New York is $12,910 while the state average is $32,200.

Researchers have shown that the Bottom Line 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.
We have sought to understand and shed light on New York City’s library fines, a complex and systemic issue that disproportionately affects thousands of young people from low-income communities. When a young patron’s library fines reach $15, they are prevented from borrowing books and research materials essential for schoolwork that must be completed outside of library hours. Since the majority of children and youth in New York City do not have in-school libraries, they have no sources from which to take home books. In 2017, the Brooklyn Public Library (BPL) reported that over 87,000 children and youth had blocked library cards as a result of overdue fines.

Prompted by press around the issue, the city’s three library systems
announced a citywide fine forgiveness program funded by The JPB Foundation that automatically forgives fines and releases library card blocks for all patrons ages 0 to 17. No program, however, effectively deals with helping children to avoid future fines.

In 2018, we worked with Dr. Ben Castleman of Nudge Solutions Lab at the University of Virginia to fund a catalytic, three-pronged, nudge intervention strategy aimed at both avoiding fine accumulations and supporting youth patrons and families to actively engage with the library system and its youth-targeted activities.

The interventions involve:

- Capitalizing on when patrons visit the library to nudge them to stay on top of fines and to make it easy

- [ ]
for them to pay fines that have already accrued. This involves enhancements to self-checkout kiosks through which the majority of BPL patrons manage their books in circulation.

- Using text messaging and revamped email communication systems to nudge patrons to return books on time, manage fines, and increase their library engagement.

- Making improvements in fine repayment options; BPL will incorporate third-party payment systems like Venmo or ApplePay into the BPL website, mobile app, and checkout systems, and incorporate the ability for enhanced kiosks to accept cash and credit card payments.
Classical Charter Schools, which serves kindergarten through 8th-grade students in the South Bronx, is one of the three highest-performing charter school networks in New York City (along with Success Academy and Icahn, which we have also supported). Students attending Classical schools have outperformed State, City, and District school students since inception; on the 2016-17 State tests, 89% of Classical students passed the ELA exam and 95% passed the math exam compared to a 47% and 43% New York City pass rate, respectively.

Strategic plans include opening two additional Classical schools by 2020. (The first opened in 2006; the newest opened in 2017.) As the
network continues to grow, our catalytic 2018 grant sought to ensure that its data systems are able to effectively support this expansion. The grant is helping the network transition from measuring performance and tracking data points in separate silos (academic, behavioral, demographic, attendance) to managing information, the use of information, and results across all four of these areas. Creating an intervention-centered database will enable Classical staff to see each student as well as groups of students—not only their specific challenges but how successful particular interventions are at resolving them.
CARA provides college access and success support through a whole-school intervention. Its work is premised on the idea that creating a strong college access infrastructure in schools (one that builds substantive and permanent college access systems and measurable knowledge among staff, students, and families) coupled with youth leadership for college access (supported by in-depth training) leads to better-informed post-secondary choices and matriculation outcomes.

In 2018, we provided a second year of support to CARA’s College Inquiry and College Bridge programs, which build college access organizational infrastructures within schools. Schools that have implemented both
programs for at least three years have seen an increase of up to 20% in post-secondary matriculation rates, and an increase of up to 10% higher than those of peer comparison schools in New York City.

CARA intends to design innovative strategies to move its portfolio of schools toward highly-developed college access infrastructures; build sophisticated tools to track and analyze their progress; support schools to better use already-existing tools; and spread knowledge across New York City about how to move school culture and infrastructure towards more robust college matriculation outcomes.
Support from Heckscher was instrumental in launching OneGoal New York in September of 2014 but their ongoing support, financially and in other ways, is what led to our ability to expand as aggressively and intentionally as we have, and is helping to ensure our organization’s sustainability.
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Nikki Thompson, Executive Director, OneGoal New York
Our catalytic 2018 grant supported two initiatives of College Advising Corps (CAC).

The first initiative is a second grant to support the work of CAC and the College Board as they continue to form a learning lab in which they can collaboratively test and implement, on a national level, strategies geared toward guiding high-potential, on-track, low- and moderate-income students to receive the information and support they need to apply to, enroll in, and graduate from appropriately-matched colleges. Through this partnership, CAC and the College Board have identified the critical milestones from high school to college as moments to accelerate student trajectories and are drawing on personalized data
to mobilize students to matriculate and succeed at match institutions. The learning lab will also test hypotheses related to virtual advising and direct-to-student models. For the class of 2019, the partnership will target up to 200,000 students nationally and an additional pool of 11,000 military-dependent students.

The second initiative is a collaboration between CAC’s Class of 2020 eAdvisors program, which partners with the College Board to provide college planning support to students remotely, and Story2, an online platform for college admissions essay development. This initiative will reach 11th-graders across ten states, including New York.
Genesys Works partners with employers to provide high school seniors from undeserved communities with college and career advising in paid internships during the school year. The model has been highly successful in other cities but, until our grant in 2018, it had never operated a program in New York City. With our catalytic grant, Genesys Works will provide 32 internships to New York City students at 18 to 22 corporate partners in 2019.

The benefit of Genesys Works comes from students’ higher rates of college enrollment and completion, and a greater ability to obtain meaningful employment given their internship experience. Almost all program participants enroll in college and complete degree programs.
at much higher rates. A recent study published by Columbia University’s Clive Belfield, Principal Economist for the Center for Benefit-Cost Studies in Education, shows the Social Return on Investment of Genesys Works at 13 times: for every $1 invested in Genesys Works, there’s an economic return of $13.45.
GLOBAL GLIMPSE

With our support, Global Glimpse, a San Francisco-based experiential education program, replicated to New York City in 2013 through partnerships with ten Title I schools. In 2018, we made a catalytic investment in the next stage of Global Glimpse’s growth—our grant will help implement key strategic initiatives, double the organization’s impact nationally and in New York, and position it to generate ongoing, sustainable revenue in order to support long-term growth.

Global Glimpse 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. The program targets high-potential, low-income 11th graders who demonstrate leadership qualities and have a minimum GPA of 3.0. Prior to their summer of 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 graders, providing one-on-one mentoring to the incoming cohort 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

The program uses a sliding fee-for-service revenue model, so only relies on private funding to contribute to the initial phase. To address sustainability, the organization has shifted away from relying entirely on private dollars and exclusively serving disadvantaged students to serving 50 to 60% low-income and 40 to 50% affluent students (who pay full cost for the global education experience). In 2017, the organization was able to solidify a high-level national partnership with United Airlines which covers all air travel.
costs (except for airport taxes), provides additional in-kind support for program expansion through teacher incentive strategies, and invests in marketing and branding to raise awareness around the partnership.
Leadership for a Diverse America (LEDA) is the leading organization nationally to position high-achieving, low-income youth to gain admission to and succeed at the nation’s top colleges. Each year, LEDA recruits 100 high school students from across the country and provides them with a seven-week intensive Summer Institute, held at Princeton University, that provides one-on-one college guidance, standardized ACT and SAT test prep, writing instruction, and leadership study. Staff continue to remotely support students throughout the college application and selection process. As a result, 32% of LEDA Scholars have enrolled in Ivy League institutions, 83% have enrolled in “Most Competitive” col-
leges and universities as classified by Barron’s, and 98% graduate from college within six years.

LEDA identified the need to better support students throughout the career development process and so, in 2018, we supported the development of their Career Network. This five-day revenue-generating program addresses the gap in pre-career exploration and professional development for high-achieving, low-income students. The new initiative enhances LEDA’s model, broadens their reach by including other high-achieving, under-resourced students, and prepares them to lead in a broad array of professional pathways. LEDA Career Fellows include both LEDA Scholars and their peers. The 2018 Fellows, 72 students from 37 states, received summer and full-time job offers from 43 employers.
Our partnership with a thought leader like Heckscher has pushed us to build out high-leverage, strategic data collection projects that provide our teachers and senior staff with a rich set of actionable information on student performance that they can then use to positively impact our students and their families for decades.
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Lester Long, Founder & Executive Director, South Bronx Classical Charter School
EAST HARLEM PRIDE
SCHOOL COLLABORATION
There is widespread consensus among educators, parents, and students that the primary objective of high schools is to prepare students for a successful transition into a post-secondary program. Despite this, the actual process for preparing students and supporting them through the application and post-secondary transition process remains idiosyncratic.

The typical New York City high school college office operates largely as an independent entity within a school organization. The result is an enormous burden placed on a single individual managing a large caseload of students who must independently create complex systems, manage a high volume of time-sensitive tasks, and make nuanced
decisions about advising students and families with little ability to understand how this guidance relates to the guidance being provided by other schools or even to outcomes for their students.

In 2018, we analyzed numerous platforms that aim to provide support to the college application process within high schools. After a deep review, we decided to support New Visions to build a common infrastructure for transparent and centralized management of the college application process, which is also integrated into existing processes related to course and exam assignments.

New Visions is well positioned to take a more systematic and scaled approach to solving the problems described above because it has consistently driven increases in graduation and college readiness rates by
solving parallel infrastructure and process challenges related to the assignment of students to activities and supports, and the tracking of the completion of key milestones. It has also developed the technical expertise through prior work to design high-quality software as well as the strategies to develop buy-in among a broad and diverse base of school users. Finally, the infrastructure they are building will be embedded in managerial software which already has an authentic user base among one in four New York City high school principals as well as large numbers of other school employees working in New Visions schools.
We have been tracking research-based college access and success interventions over the last four years. We funded a text-messaging campaign to decrease the summer melt phenomenon and increase college persistence among high-potential students through the Center for Education Policy Research (CEPR) at Harvard University and the scaling of the same intervention in our past grants under the guidance of Dr. Lindsay Page (University of Pittsburg) and Dr. Ben Castleman (University of Virginia). These interventions and others (e.g. Hoxby & Turner, 2013) demonstrate that personalized information, prompts to complete important stages in the college-going process, and the offer of individualized assistance
can generate substantial improvements in college outcomes for underserved youth.

Building on the success of low-cost and high-impact behavioral solutions to address pressing social problems, Dr. Ben Castleman, a leading researcher in the field, spearheaded the launch of the Nudge Solutions Lab with initial support from the foundation. We supported the Lab again in 2018. The idea for the Lab is 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; and improving reentry outcomes for
incarcerated youth and adults. The projects are designed to be scalable to hundreds of thousands, if not millions, of people across the country. All projects are evaluated through randomized controlled trials to assess the overall impact they have on individual outcomes and to identify the mechanisms through which the intervention designs are driving changes in individual behavior.
In 2018, we 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. OneGoal specifically focuses on addressing college under-matching challenges by targeting mid-range achievers, by providing comprehensive services geared toward improved GPAs and standardized test scores, and by helping students identify more selective and supportive best-fit colleges. Staff work intensively with underperforming students from 11th grade through the first year of college not only to support them to and through college, but to increase
their college selectivity tier by at least one level.

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 or have graduated with a degree. 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 rates. Through this low-cost and scalable model, which relies on existing resources, OneGoal can make district-wide improvements in college success.
The first class of OneGoal New York Fellows, which enrolled in college in the fall of 2017, achieved an on-time postsecondary 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 the 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, or ASAP, 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.
The Opportunity Network (OppNet) offers high-achieving, underserved students a clear path to college, career opportunities, and professional networks. In 2018, we supported the development of OppNet’s Career Fluency Portal, an 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. 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.

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.

In 2018:
● 100% of OppNet Fellows graduated from high school on time.
● 97% matriculated at selective four-year colleges
● 100% 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
We supported OppNet’s expansion into partnership pilots to help other organizations build their own internal capacities to develop students’ college and career competencies in 2017. To drive OppNet’s durable growth, we supported a series of targeted, data-driven programmatic restructures and modifications in 2018, as well as the strategic infrastructural build-out necessary to execute and ensure the sustainability of the work and outcomes. OppNet is investing in codifying curriculum and refining tools; conducting rigorous evaluations; methodically testing and answering critical questions; and continuing to grow reach and 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.
Despite all the talk about job growth in the tech industry in New York City, numerous barriers exist for underserved youth in this area. These include geographic areas with lower costs of living that are better suited to entry-level tech jobs; a strong industry bias to hire from those colleges and programs where current employees (who, predominantly, are not poor) graduated or were trained; a fundamental disconnect between the skills in demand and the skills taught in schools; a questionable commitment on the part of the industry to hire underserved people of color (they talk the talk but appear unwilling to put skin in the game to train); a strong bias in favor of hiring those who have already had a first or second entry-level job in tech;
the high cost of training; and a lack of programs that recognize these barriers.

In 2018, we funded Pursuit, a four-year intensive job training and placement program based in New York City that helps unemployed and underemployed low-income young adults get their first tech jobs, advance in their careers, and become the next generation of leaders in tech.

Since launching the ten-month Pursuit Core training program in 2014, Pursuit (formerly Coalition for Queens) has trained over 350 developers in New York City. Graduates are hired by leading companies, including Pinterest, Kickstarter, LinkedIn, Spotify, and JPMorgan Chase, and increase their average annual salaries from $18,000 to over $85,000. In addition, 80% of enrolled participants graduate from
the program and 75% of alumni are retained in the tech industry one year post-placement.

The curriculum was developed and is updated by a group of leading technologists and senior engineers to ensure that graduates are equipped with up-to-date and in-demand skills. It focuses on three main areas: technical mastery, professional skills, and industry fluency to ensure graduates not only understand coding and knowledge of the tech sector but also understand how to navigate the industry to ensure success.

As Pursuit has grown, they’ve tested several innovative funding models. These include employer fees to train existing blue-collar workers to become well-paid software engineers within their companies, a job outcomes impact investment
bond, and a graduate repayment program through which participants who have secured tech jobs that pay above $60,000 will pay 12% of their gross annual salaries for 36 months (such arrangements are commonly referred to as Income Sharing Agreements or ISAs).
In 2018, we conceived of a summer residential program for under-served rising college freshmen aimed at improving the likelihood of their college matriculation and success. In collaboration with the SUNY Impact Foundation, we outlined components that would provide participants with exposure to the vibrancy of campus life in a way that would entice them to pursue a postsecondary education, prepare them for the college transition, and ignite their intellectual curiosity. We selected two campuses at which to pilot this initiative based on location and on their record of working with under-served students: SUNY Albany and SUNY Potsdam. These campuses each have a unique setting, student
body, size, and access, and each will provide a customized experience for 24 participating students in the summer of 2019. The students all currently attend an underserved high school in New York City, are eligible for the NYS Educational Opportunity Program (meaning they show promise for succeeding in college but may not otherwise be offered admission due to GPA and/or standardized test scores), and have been nominated by a principal, teacher, or school administrator and then selected through an application process.
Row New York is one of the most successful outcomes-driven sports and college prep programs in New York City. The program serves 270 middle and high school students from under-resourced schools with a year-round mix of competitive rowing and individualized academic support at its Manhattan site on the Harlem River and at an additional site in Queens. 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 does not screen based on academic performance but, once admitted, students with a GPA below 80% focus exclusively on grade improvement via tutoring and small-group academic instruction. In
addition to rowing, all students in the program participate in a four-week summer SAT prep course, Regents test prep, career development activities, and college visits. Programming also includes college-readiness workshops, one-on-one assistance with college and financial aid applications, assistance with recruitment to college rowing teams, formal check-ins during freshman year, and connecting students to on-campus resources.

In 2018, in response to a limited availability of rowing facilities, the foundation provided a catalytic grant to support Row New York’s capacity-building effort. This effort is focused on building a new boathouse that would act as the organization’s headquarters where it can house academic programming and equipment, serve more youth in a compre-
hensive onsite program, and increase earned revenue streams.
There are no two ways about it: Heckscher’s support has been a driving factor in our growth at pivotal junctures over the course of our 15 years. Their established and respected standing in the philanthropic and youth development fields has deepened the pride and purpose with which we approach our work.
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Jessica Pliska, Founder & CEO, The Opportunity Network
In 2018, we again addressed the fact that 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. These include rent arrears, medical expenses, homelessness or threat of eviction, and back-up transportation or 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 marketing 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, we 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 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 six SUNY campuses: University at Albany, University at Buffalo, SUNY Buffalo State, Dutchess Community College, SUNY Oneonta, and SUNY Orange.
CLASSICAL CHARTER SCHOOLS
STRATEGIC PARTNERSHIPS
SELECTED 2018 GRANTEEES

- Arbor Brothers
- Code Nation
- College Completion
- Innovation Fund
- The Door
- East Harlem Pride
- School Collaboration
- Per Scholas
- Quality Services for
- the Autism Community
RevJen
SeaChange Capital Partners
Student Leadership Network
uAspire
We have consistently supported Arbor Brothers and did so again in 2018. Arbor Brothers identifies, funds, and assists promising education and workforce development nonprofits in the New York metro area, and assists in the creation of management tools and strategic plans for nonprofits meeting our mission. Structured as both a
grant-making agent and a hands-on strategic consulting firm, Arbor Brothers selects a cohort of the most promising second-stage nonprofits each year that address root causes of poverty. Each grantee in the Arbor Brothers portfolio receives over 250 hours of engagement on their model and program strategies. 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 2018, we continued our support of Code Nation’s growth in New York City. Code Nation (formerly Script-ED) provides 1,200 students in 46 schools with the technical skills and professional experiences they need to improve their educational trajectories and gain access to careers in technology. They provide a multi-year pipeline to advance-
ment, beginning in high school and continuing through college and the early years of employment. Code Nation operates with a fee-for-service model with partnering schools on a sliding scale, and uses a push-in model with these partners to recruit and train 3-4 volunteer tech professionals (who are supported by Code Nation staff) to deliver a full-year Foundations in Coding course held twice weekly. After completing this
course, the top 25% of students go on to participate in a more intensive program that includes institutional partnerships with college access and success organizations, industry networking events, career-readiness workshops, and mentorships with industry professionals. These students are then referred to as “focus alumni.”
Of Code Nation’s 170 focus alumni:

▲ 99% have matriculated to college
▲ 73% are on track to graduate within six years
▲ 51% are majoring in computer science with an additional 20% majoring in a computer science-related field
▲ 73% are on track for a career in technology
In 2018, we re-engaged our strategic partnership with the College Completion Innovation Fund (CCIF) through Graduate NYC (GNYC) with the goal of fostering collaboration among foundations in the college access and persistence space, and increasing exponentially the level of support that we can provide.
GNYC established the CCIF in 2015 to collaboratively engage funders in efforts to increase college persistence and completion rates throughout the five boroughs, and to harness the collective expertise and impact of a wide range of philanthropic and education organizations. It engages the local college access and success community to lead efforts to improve college readiness and college degree completion rates.
in New York City and its grants support colleges and nonprofit community-based organizations in implementing innovative programs that address the unique challenges faced by underrepresented students. In addition to its role in catalyzing innovation and expanding successful practices, the CCIF also provides professional development and technical assistance to its grantees and facilitates ongoing dialogue related
to increasing degree attainment in New York City.

The CCIF seeks to promote effective practices that have proven successful in local contexts—ones that may be scaled in other locations across the city—via its partnership with the New York City Department of Education and The City University of New York. Since launching in 2010, the initiative has grown to support city-wide efforts to improve
college readiness, enrollment, and completion rates.
In 2018, we continued to fund a strategic partnership between the Gap Foundation and The Door, which together sponsor This Way Ahead, a youth workforce initiative that combines The Door’s extensive experience in youth development and job training with retail-specific expertise and employment from Gap Inc. Through this program, youth partic-
ipate in a four-week Basic Retail and Customer Service Training, a customized four-week TWA Boot Camp, and a four-month paid internship at a Gap Inc. store. Those who complete internships and meet objective metrics are offered employment at Gap Inc. In the first cohort, 207 (93%) youth completed internships and 143 (69%) were offered employment. Our 2018 grant supports 678 youth for Basic Training, 579 youth for TWA
Boot Camp, and 515 youth for paid internships at Gap Inc. stores. By the end of the second cohort, The Door will likely reach its annual goal of 352 completed internships and 229 job placements.
In 2018, we renewed our support of a strategic partnership between three schools in East Harlem—Park East High School, Central Park East High School, and The Heritage School—for a three-pronged approach to school improvement and college readiness. The schools, which are close to each other and serve pre-
dominantly low-income youth, had historically pooled athletic resources into one sports team under the name “East Harlem Pride.” Our funding seeks to expand the collaboration into areas beyond athletics.

Each school has a particular strength: Park East has a successful math program, Central Park East has an outstanding college guidance program, and Heritage has an art focus. We support each school in meeting
its own identified needs while also investing in shared professional development and teaching techniques so that the strengths of each school can be leveraged by the other two.

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. With its help, as of March 2018, Central Park East’s Algebra2
pass rates increased from 69% to 82% and Heritage’s Algebra1 pass rates increased from 26% to 38%. Increases in ELA and History Regents were also recorded at all three schools. 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 organized two college trips for students from all three high schools. As a result of
its work with the other two schools, Park East’s 18-month college persistence rates increased from 77% to 89%, and the percentage of its graduates enrolled in a four-year college increased from 48% to 68%. At the same time, Heritage’s college acceptance rates increased from 35% to 100%, and its college matriculation rate increased from 30% to 91.
Heckscher has been an indispensable friend and pivotal partner since 2012. We made an unwavering commitment to the critical work of closing the educational achievement gap for children living in the poorest congressional district in America. It was an audacious mission but one that, with Heckscher’s partnership, has delivered levels of col-
Heckscher has been an indispensable friend and pivotal partner since 2012. We made an unwavering commitment to the critical work of closing the educational achievement gap for children living in the poorest congressional district in America. It was an audacious mission but one that, with Heckscher's partnership, has delivered levels of college math- and reading-readiness and persistence never before seen in the South Bronx.

Edward Tom, Founding Principal, Bronx Center for Science and Mathematics
Finally, Heritage is engaging its existing partner, Urban Arts Partnership, to aid in establishing unified systems and routines for after-school extended learning opportunities. Urban Arts Partnership, which we have supported for many years, uses arts to positively influence student academic outcomes.
Headquartered in the South Bronx, Per Scholas is the largest information technology workforce development organization in New York City, and one of the few programs to combine jobs-training with employer commitments. The model builds soft skills, including job-seeking and workplace communication, and provides hands-on technical
training that enables participants to achieve one or more professional certificates in the field. It has been replicated in three other states. As part of the ELITE principal mentoring and leadership development program, our 2018 grant supported a strategic partnership between Per Scholas and two South Bronx ELITE schools: Bronx Center for Science and Mathematics and The Laboratory School for Finance and Tech-
The grant funded not only the planning and implementation of a careers-in-tech boot camp for 40 high school students during spring break but also funded follow-through programming for students interested in post-secondary pathways to careers in technology.
In 2018, we supported a strategic partnership between QSAC and Stages on the Sound, a New York City theater education nonprofit. Our pilot program tested the academic impact of theater education on children with autism.

QSAC is an innovator in methodologies, best practices, and technol-
ogy solutions for both children and adults with autism in New York City. After reading nascent research on the use of the dramatic arts to improve literacy outcomes for children with autism, QSAC partnered with Stages on the Sound to develop a 46-week pilot for 194 students which, thanks in part to our 2018 grant, was expanded to 315 students. The pilot shifted Stages’ typical teaching arts program to align with students on
the spectrum; the curriculum pulled from Stages’ background in theater education and QSAC’s background in autism and application behavioral analysis.

At the end of the pilot year, 
▲ Student engagement increased from 30% to 83%. 
▲ 87.5% of preschool students achieved mastery of Common Core Pre-K-K standards-based
objectives of communication (ability to understand and communicate meaning, follow directions) and literacy (vocalization, peer-to-peer exchange).

69% of day students mastered relevant ELA learning standards.

These are the Common Core standards for a traditional general education classroom, not an autistic population; less than 40% of QSAC
students typically meet these standards. The pilot proves that theater education can have a substantial impact on the academic learning outcomes of autistic children.
RevJen works with nonprofit leadership teams in a collaborative peer-learning environment focused on building organizational approaches to revenue-generation. In 2018, we sponsored the participation of ten grantees in RevJen’s “Build a Revenue Generation That Works.” This program equips participants with an understanding of the funda-
mental drivers of revenue-generation and with concrete actions they can take to improve the economic sustainability of their organizations. Based on participant feedback, we then worked with the Overdeck Family Foundation to host a gathering of others who would be interested in funding this project, seeking to target a trial of 50 non-profits participating in RevJen programming in 2019.
In 2018, we helped our grantees meet the challenges of infrastructure, board development, financing, and strategic direction through our partnership with SeaChange Capital Partners, a nonprofit merchant bank. Their mission is to enable transactions that increase the impact of nonprofits while offering
leveraged opportunities for funders. SeaChange engages with nonprof- its that are at an inflection point in their leadership, strategy, or growth, and that seek the benefit of an inde- pendent, third-party review of their organizations with a particular focus on finance, impact, and scalability.
In 2018, we supported a strategic partnership between the Student Leadership Network’s College Bound Initiative (CBI) and Story2 to strengthen the college application and scholarship essays of over 1,300 high school students, which will ultimately increase their opportunities in the college selection and matriculation.
process. CBI is a high-touch college guidance and access program that places highly-trained, full-time college counselors in 32 partnering New York City Title I schools serving predominantly low-income, first-generation-to-college students. Story2 (another foundation grantee) teaches storytelling and essay writing with a primary focus on enhancing college application-related essays for high school students. This strategic
partnership complements CBI’s comprehensive approach to college guidance by providing students with the tools necessary to develop strong personal essays. Since 2001, CBI has achieved a cumulative college enrollment rate of 89%, with 74% of students enrolling in four-year colleges.
In 2018, we supported a strategic partnership between uAspire, the strongest program providing access to accurate financial aid information and guidance that we’ve found, and CollegeBound Initiative (CBI), which places college counselors in 32 partnering New York City Title I schools serving predominantly low-income, first-generation-to-college students.
School counselors often lack the training and capacity they need to provide the affordability planning and financial aid coaching that students need. This is one of the greatest barriers to accessing a properly-matched college that underserved youth face. Our grant supported a pilot of the first replication of uAspire’s Virtual+Training (V+T) model in New York City, serving 2,500 high school and college students enrolled in CBI.
programming. Through the V+T model, uAspire will partner with CBI on a joint delivery model to provide direct guidance to students through timely, personalized text message-based coaching, and to train CBI’s student-serving staff on the college affordability process.

In prior years, we supported a uAspire landscape analysis of New York City’s financial aid landscape. It ultimately demonstrated a clear
gap in college affordability practices, most notably around financial safety-school exploration, financial aid processes outside of FAFSA, guidance around best financial aid packages based on award letters, and virtually no “higher-level” affordability training for practitioners.
AMERICA NEEDS YOU
EAST HARLEM PRIDE
SCHOOL COLLABORATION
TARGETED PROBLEM SOLVING
SELECTED 2018 GRANTEES

- The Education Trust—New York
- Goddard Riverside Community Center Options Program
- JUMP Math
- Quill
- READ Alliance
- Springboard Collaborative
- Warrior-Scholar Project
THE EDUCATION TRUST—NEW YORK

PROBLEM:
One of the best ways to measure the quality of an individual high school is to look at whether or not its graduates matriculate to and then graduate from college. There is no public data tool, however, in New York City that allows parents to learn how many students from a particular high school get to and through college—information that would ultimately enable them to make a more informed decision about where to enroll their child. We conceived of this project because we had sought, without success, to have this data released by governmental authorities, which possess the data.
SOLUTION:
In 2018, we supported The Education Trust—New York (Ed Trust) to launch an initiative for New York City modeled after the University of Chicago’s To & Through Project, which identifies key milestones—high school graduation, college enrollment, college persistence, and college graduation—and then publicly reports on the data, connecting outcomes back to the high school level.

Our project is designed to reframe college readiness around long-term student success outcomes and to identify key inflection points that enable student success with the ultimate goal of providing transparency and K-12 accountability.

The Higher Education Services Corporation (HESC) is a key partner. They provide grants to 336,000 New York residents attending in-state
undergraduate programs full-time through the Tuition Assistance Program (TAP). HESC has a record of students who pursue postsecondary education and a record of the high schools from which they graduated. Though it does not have access to all New York City students—only to those receiving TAP funds—TAP eligibility does extend to families with combined annual incomes of up to $80,000, so the records will include all low-income students attending both private and public in-state universities.

Ed Trust will use this database for data analysis and will create a visualization tool linked to the National Student Clearinghouse data on college persistence and degree completion. The goal is to identify high-performing high schools and to disseminate best practices in the spring of 2019.
PROBLEM: 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 Program has trained New York City high school counsellors for the past several years but no program exists that teaches more advanced college counselling techniques.

SOLUTION: Our 2018 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. Options Center was formed specifically to serve students who are underrepresented in college, who have a strong need for support in the college application, transition, and degree-completion process, and who do not have these needs met through high school counselors or family. With our support, they developed an Advanced Counseling Training to include the kinds of support that enable counselors to develop mastery in counseling students who are under-represented in college: low-income, first-generation, immigrant, homeless, and foster care students as well as other young people with exceptional barriers to college access and success.
PROBLEM: Nearly half of all elementary school students suffer from math anxiety, and only 1.8% of public elementary school teachers specialize in math. Dispelling math anxiety in teachers is important because of the ripple effect it has on students, particularly girls (most elementary school teachers are female and their own math anxiety carries consequences for girls’ achievement by influencing beliefs about who is good at math).

SOLUTION: Originally launched in Canada, JUMP (Junior Undiscovered Math Prodigies) Math is an award-winning K-8 program that replaces math anxiety with an understanding and a love of math in students and educators.
JUMP Math’s curriculum draws on cognitive science research to break difficult concepts down into simple, logical steps that allow students to experience the positive reinforcement they need to encourage further learning. JUMP Math provides the classroom tools that enable teachers to reach every student, as well as professional development and ongoing support. 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 where 83% of students qualify for free lunch, was one of the first schools in New York City to adopt JUMP Math. In their first year of adoption, Chalkbeat New York reported the school as
having the biggest improvement in math scores in the city—an increase of 32 points.

In 2018, we supported the third year of a test of JUMP Math for New York City students. The test leverages the experience of the Manhattan Charter School with JUMP Math’s curricula, start-up assistance, ongoing support, student achievement data collection, analyses, and collaborative professional development for principals. The test has grown from, in 2016, serving 750 students to, in 2017, serving 1,800 students at four elementary schools and three middle schools throughout New York City.
Heckscher helped us increase our impact by tenfold by investing in helping us to build, test, and scale a high-impact curriculum and program model. They are more than a funder—they are a thought partner, connector, cheerleader, and champion.
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Marianna Tu, CEO, America Needs You
PROBLEM: A New York City Department of Education study found that 76% of eighth graders were not proficient in writing; the problem is particularly acute among low-income ESL students.

SOLUTION: Quill is a free, personalized online learning tool that helps students build writing, grammar, and proofreading skills. In 2018, we underwrote a research pilot program in three Icahn Charter School Network (ICS) schools to roll out the use of Quill’s newest feature: a sentence-combining tool. Sentence combining is recognized as one of 11 highly-effective strategies for developing writing skills. In sentence combining, students take multiple ideas and combine them into
a single sentence, which requires them to examine relationships between ideas, order those ideas, and express them logically and succinctly.

Quill is working with the ICS team to build a custom set of materials aligned with their curriculum as well as the Core Knowledge Curriculum. (The Core Knowledge Foundation has built a logical sequence to standardize the teaching of writing. There is no obvious sequence for writing 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.

Dr. Michael Hebert, a communications professor specializing in reading and writing instruction at the University of Nebraska, will be con-
ducting the evaluation component of this 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. There are 480 students in grades four through seven in the pilot group, with 240 of them receiving the intervention.
PROBLEM:
Over half of New York City students in Grades 3 through 8 are not proficient in reading, which results in increased high school/junior high school drop-out rates.

SOLUTION:
In 2018, we continued our support of Read Alliance (formerly the Reading Excellence and Discovery Foundation), which provides early literacy intervention to K-2nd graders in schools and community-based organizations throughout New York City. READ uses a research-based educational approach that yields measurable results while also offering growth opportunities for New York City teens: all programming is taught by paid, economically-disadvantaged,
mostly minority youth.

Read Alliance partners with local middle and high schools to recruit academically-successful teens and then pairs them with at-risk elementary school students. This allows READ to operate in areas that aren’t as accessible by train and therefore would be difficult to get volunteers to, such as East New York, and enables teens to gain meaningful work experience as reading tutors (they are trained in phonics-based curriculum, data collection, and behavior management).

READ is looking to build out more structured, formalized teen programming. Our 2018 grant allowed Read Alliance to continue innovating through a pilot to support the first iteration of a Teen Leadership Pilot Program.
PROBLEM:
Research finds that two-thirds of the achievement gap among high school students is attributable to summer learning loss in elementary school. When it comes to literacy, students typically experience a three-month regression in reading level during the summer.

SOLUTION:
In 2018, we renewed our support of the replication of Springboard Collaborative in New York City. Springboard targets elementary school students who are the farthest behind in reading and implements a literacy curriculum that builds on a school’s existing resources to help close reading achievement gaps in
Springboard Summer is an intensive, five week literacy program that combines daily reading instruction for Pre-K through 3rd graders; weekly workshops training parents to teach reading at home; a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools in proportion to reading progress. Its programming not only avoids summer regression but, in the summer of 2018, replaced it with a 6.2-month gain. In just five weeks, Springboard closed the gap to grade-level performance by 36%.

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, Springboard Summer 2018 helped families fit an additional 50 minutes of at-home reading time into their weekly schedules, and 87% of parents attended workshops. By coaching teachers, training family members, and cultivating reading habits in students, Springboard effectively closes the literacy gap.
PROBLEM:
Student veterans are in a unique financial position as a result of the post-9/11 GI Bill, which affords them the ability to pay full college tuition and to explore a wider range of options than the traditional freshman. Student veterans, however, often experience a difficult cultural transition from military life to campus life; their average college attrition rate is 28%.

SOLUTION:
In 2018, we supported young veterans in their transition from enlisted service to academic success with a grant to Warrior-Scholar Project. Warrior-Scholar Project partners with higher education institutions nationally—17 four-year institutions and one community college—to host
a fully-immersive two-week residential and academic boot camp with the goals of increasing the college-going rate and of improving the college selectivity of student veterans. The experience seeks to build a skill bridge between enlisted service and a top-tier university focused on critical reading and writing; to build the academic confidence-level of participants; and to ensure that each participant has a better understanding of the post-9/11 GI Bill and the higher education landscape.

Warrior-Scholar Project has seen impressive results to date:

- 81% of alumni are currently enrolled in school.
- 42% of alumni who matriculate attend a top-20 ranked college versus 1% of the total veteran population.
3.5% of alumni who matriculated have ultimately dropped out or postponed college versus 28% of the total veteran population.

Warrior-Scholar Project serves approximately 250 veterans each summer. The typical population is a mix of soldiers still on active duty, veterans who have started school but who are struggling, veterans who have accepted offers but who have not yet matriculated, and students who took an educational break and are looking to return. The average age of participants is 22; two-thirds are first-generation college students.
Thanks to Heckscher’s generous and ongoing financial assistance, the TEAK Fellowship has unlocked access to our nation’s most renowned schools, colleges, and universities for 500 exceptional New York City students from our most under-resourced communities.
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John Green, Executive Director, TEAK Fellowship
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 very own 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 in-house program to meet those needs. Over the course of two years, we provide our Heckscher 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 a range of institutions, including:

- Boston College
- Bryn Mawr College
- City University of New York
- Cornell University
- Denison University
- Earlham College
- Fordham University
- Ithaca College
- Marist College
- Mount Holyoke College
- Nyack College
- Siena College
- Skidmore College
- Smith College
- State University of New York
- University of Rochester
- Vassar College
Calculus

The Differential

Question: Given a position function, find the speed and acceleration at a given time.
Integral Calculus

given all the
motion vs. time
of, what is
the speed at any time?
Do for

Finish

Time [s]  Position on the track [ft]
0  0
1.24  2.447
2.86  25.764
PROVEN MODELS
SELECTED 2018 GRANTEEES

* America Needs You
* Breakthrough New York and Breakthrough Miami
* Bronx Center for Science and Mathematics
* COOP
* Epic Theatre Ensemble
* New Heights Youth

* PROVEN MODELS
* NYC SALT
* Reading Partners
* Red Hook Initiative
* TEAK Fellowship
* The Writing Revolution
AMERICA NEEDS YOU

We have 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, and we continued our support in 2018. In New York, ANY serves City University of New York (CUNY) stu-
dents, 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, ANY 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:

* 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

The ANY Fellows Program provides life planning, career development, and community leadership projects. Mentor coaches, primarily from highly-engaged corporate volunteer
initiatives, help students articulate a clear path to their personal and professional goals. During the intensive two-year program, students 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.

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 persisting in college
Our 2018 grant included support for the traditional ANY Fellows model plus a new on-campus partnership model pilot with LaGuardia Community College. The pilot follows the same ANY curriculum as the traditional Fellows Program and targets the same enrollment, persistence, graduation, and employment outcomes. The difference is that it aims
to increase efficiency by operating under a cost-sharing model: ANY pays 80% of expenses and LaGuardia pays 20%, plus provides resources that include workshop spaces and an on-campus desk where ANY staff can provide convenient support to Fellows.
In 2018, we continued our support of Breakthrough New York (BTNY), a six-year college access program committed to placing high-potential, low-income middle school students in four-year colleges. Since 2005, 100% of BTNY’s 8th graders
have gained admission to selective college-preparatory high schools throughout the United States. BTNY operates in 25 regional sites, providing hundreds of under-re-sourced students with a tuition-free academic enrichment program at the middle and high school levels. BTNY targets sixth graders and works with them through high school, provid-
ing 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 City public schools. Independent evaluations of BTNY students over the course of its summer program indicate that they make gains of up
to 2.5 grade levels.

We also supported Breakthrough Miami (BTM), a tuition-free, eight-year program for motivated fifth-through 12th-grade students. In 2018, our grant supported BTM’s year-round middle to high school programming as well as its 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.
In 2018, we provided another 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 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, exposing students to a wide variety of colleges, preparing them for the SAT, and offering rigorous courses, sum-
mer 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 our previous 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.
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. COOP partners with multiple CUNY colleges as well
as community-based organizations entrenched in the CUNY system to find high-potential but underemployed students and recent graduates in need of direction for full-time employment opportunities with upward mobility. COOP participants are placed in a four-month training program in small cohorts of 10 to 14 peers and engage in 200 hours of
training on digital marketing skills, soft skills, and project-based learning through client partnerships, with teams of apprentices providing pro bono digital marketing services.

Since the program launched:
• COOP has served over 400 participants, over 90% of whom are minorities and over 50% of whom are
first-generation college students.  
* 85% of program graduates have launched full-time careers in tech, design, and media. Their average salary is under $20,000, which increases to $45,000 in the first year after completing the program. 
* In the second year post-program, average salaries increase to $60,000.
In 2018, we 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 sig-
nature 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.
EPIC THEATRE ENSEMBLE

Epic Theatre Ensemble uses an in-school, school-wide educational 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 profes-
sional artists to students attending underserved New York City partner schools, and provides supplemental programs to additional schools. Students write and perform theater productions that incorporate academic lessons, and those 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.

Our 2018 grant enabled Epic to further develop its 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 suc-
cessful pilot at the Bronx High School for Writing and Communication Arts which resulted in college enrollment rates nearing 100% for students who participated in its programs. The 2017–18 program serves 560 juniors and 90 seniors.
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 and college placement assistance, summer academy, and college completion services. Our 2018 grant allows New Heights Youth to refine its literacy curriculum to create an effective model without re-in-
venting 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.
NYC SALT

NYC SALT offers an intensive four-year studio program that exposes students to the photography industry while building college-readiness skills. The program includes weekly classes in digital photography offered at advanced levels and taught by industry professionals; intensive
Since NYC SALT’s first graduating class in 2011:

* 100% of studio program high school seniors have graduated college preparation instruction and career mentoring, and career exposure, readiness, and connection to internships and employment.

* 100% of studio program high school seniors have graduated college long-term college success and career mentoring, and career exposure, readiness, and connection to internships and employment.
lege-ready and enrolled in college.

* 100% of the first cohort of college seniors graduated in four years.
* 84% of current college students are on track to graduate on time.

In 2018, we supported the expansion of the residency program from 150 to more than 200 youth for the 2018–19 program, and the expa-
sion of NYC SALT staff to increase the executive director’s capacity and to ensure that internal systems are sufficient for the new program size as well as planned growth.
Reading Partners 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. A 2014 MDRC randomized control trial also demonstrated that Reading Partners had a measurable, statistically-significant impact on reading achievement. The study identified Reading Partners as a resource multiplier, delivering affordable, high-value resources to schools
and students. We initially funded the program’s replication from the Bay Area to New York City and have since funded its expansion. Our 2018 grant supported work in 19 New York City elementary schools for the 2018–19 academic year.
Red Hook Initiative (RHI) is a community-building organization serving Red Hook, Brooklyn, which is one of the poorest neighborhoods in New York City. RHI offers a pipeline of programs aimed at young residents, including academic support, workforce-readiness training, and
entry-level employment counseling. In 2018, we supported the second pilot year of the RHI Scholars College Pipeline, a comprehensive multi-year college access and success initiative that builds on already-existing RHI youth programming to serve 215 youth, ages 11-24. RHI currently runs a Department of Youth and Community Development-funded
daily afterschool middle school program and is working to integrate the RHI Scholars College Pipeline into it by introducing the idea of college with grade-level-appropriate, light-touch college and career exploration activities. As part of the RHI Scholars College Pipeline, middle school students receive academic support, including small-group tutoring and
educational advocacy. The Pipeline continues into high school through gradually-increasing college guidance support over the four years. It seeks to ensure college exposure at an early age, and to build the college access pipeline before students even reach high school.
Heckscher is absolutely critical to our work. They passionately fund their values; they are efficient and thoughtful about measuring and increasing impact; and they are flexible, communicative, and responsive to program needs and ambitions.
Ron Russell, Co-Founder & Executive Director, Epic Theatre Ensemble
In 2018, we continued our support of the TEAK Fellowship, which was established in 1998 to help motivated New York City students gain admission to top public, independent, and parochial high schools, and to succeed once enrolled. Acceptance is based on financial need, academic
motivation, and talent; participation starts in the sixth grade and extends beyond college graduation. TEAK students embark on a 16-month cycle of academic and personal enrichment programs to prepare for the competitive admissions process to selective high schools. These 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 the 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.
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.

Our 2018 grant supported a pilot of an Advanced Teacher Certification program in New York City for 15 participants from schools that already had at least five educators trained in the basic course. The ad-
Advanced 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-
cy 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.
CALL TO
ACTION
The single most important action that any individual business leader will ever take requires zero financial commitment and minimal time. It isn’t anything flashy or new. It’s mentoring, plain and simple. Do it.

There are thousands of mentoring programs in this country, yet no one has challenged business leaders to individually mentor the nine million youth who have no caring adult in their lives. That’s a call for nine million of America’s business leaders to step up and lead where it counts.

I’m not talking about mentoring junior employees. I’m talking about low-income inner city high school kids. They need help getting to and through college. They need help getting a skilled credential lead-
ing to employment. Help, and you will lift someone out of poverty and change the trajectory of their life. I know firsthand, from my 22 years as chairman and CEO of a foundation that works to level the playing field for underserved youth, that mentoring is a guarantee in terms of effective interventions that can and do make an impact. Young adults who are at risk for falling off-track but have a mentor are 55 percent more likely to enroll in college.

Mentoring is one of the best investments in your company that you can make, too—because your employees will follow suit. Offer opportunities for them to engage in socially-responsible mentoring programs and watch their engagement and job satisfaction, which are top predictors of high performance, productivity, and profitability, soar. Multiple
researchers have shown that when organizations offer corporate social responsibility opportunities like mentoring, they are more likely to have employees who work cooperatively within their own company, have a greater sense of identity with the company they work for, are more likely to remain with the company, and perform better.

As Bob Stiller, founder of Green Mountain Coffee Roasters, has said, “I’ve learned that people are motivated and more willing to go the extra mile to make the company successful when there’s a higher good associated with it. It’s no longer just a job. Work becomes meaningful and this makes us more competitive.” Creating a mentoring opportunity for your employees will create a culture that not only attracts new talent but gives them a reason to stay.
And what if your company’s future talent pool included candidates pulled from a more diverse pipeline, one that included more first-generation graduates who had been helped to and through college by a mentor much like yourself? This, you know, is also in your company’s best long-term interest. We can’t afford to let any talent lay undeveloped and untapped.

If you think you don’t have time, you are wrong. Everyone has time for a text, email, or phone call and, believe it or not, that is most often what I have found a mentee needs: someone to be available and responsive. The content of your response is, of course, important but you have years of experience and a perspective that helped to get you where you are today. That will be enough for starters. When I have not known
enough about an issue or a concern raised by a mentee, I did what you, too, have done in your business career and sought the guidance of others more knowledgeable than me.

I’ve mentored numerous students over the course of my career. The most successful mentorships have been those in which our expectations are agreed upon from the start. I help with college essays, resumes, elevator pitches, and interview techniques. My mentees are expected to communicate with me regularly about their lives and, specifically, their challenges.

Those challenges can be big, but they can also be small. Consider Isabella, a shy inner-city high school student attending a residential summer enrichment program at a private college. She only has one outfit to wear. The problem? Her jeans are
always damp. She washes them in her sink at night but the coin changers for the dryers in her dorms are out of change. She has never been to a college campus and is scared to ask for help. She’s at risk of dropping out of the program over something like this. But she has a mentor. She texts her mentor for help. Within minutes, the mentor locates a bodega within walking distance to the dorms, where Isabella will feel comfortable asking for change. Yes, it can be that easy to help your mentee overcome barriers.

Mentoring will lead to opportunities for your own personal growth that you can’t possibly foresee, to experiences and rewards you can’t anticipate. The essence of a mentorship is constancy and trust. It’s a commitment to care about another person enough to be an ear to
listen and a guide to advise them. It’s about providing advice and stability in a world that often lacks both.

There are multiple ways to seek out a mentorship role. There are young people you will find along the way who you can naturally take under your wing. There are also programs that will match you with students.

Try one of these:

- Help first-generation college students graduate and find a job with America Needs You in California, Illinois, New York, or New Jersey. You could be a one-time career coach or work with a student on Saturdays.
- Connect online once a week and meet in person once a month as a mentor with iMentor in New York City, Chicago, or the Bay Area.
- SEO Scholars in New York City or
San Francisco offers the opportunity to mentor low-income 11th graders on Saturdays during the school year. You’ll help them craft their first resume, explore college options, and practice interviewing skills.

- **Student Sponsor Partnership** pairs mentors with low-income students attending private high schools in New York City. You’ll make a lasting impact by committing to meeting with your mentee 4-6 times per year for four years and keeping in touch monthly via phone or email.

If your company doesn’t yet offer a corporate social responsibility program, start one and seriously consider grounding it in programs that facilitate mentoring low-income youth. You should do this, and you
can. Do it for yourself, for those who look up to you to lead, and for those who will be lifted out of poverty by your hand.

Each year, chairman and CEO Peter Sloane contributes to our Strategic Philanthropy Essay series with thought pieces of interest to the philanthropic community. In 2018, we placed this in Inc.com in an effort to reach as many readers as possible with this important message.

Read more from our Strategic Philanthropy Essay series at heckscherfoundation.org.
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