

The Heller School
FOR SOCIAL POLICY AND MANAGEMENT

Brandeis University

Center for Youth and Communities

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CLOSING THE OPPORTUNITY GAP
**FEASIBILITY STUDY FOR A
NEW NORWALK PARTNERSHIP INITIATIVE**

FINAL

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I. THE STUDY

A. Purpose

In the fall of 2017, the Per and Astrid Heidenreich Family Foundation invited a Brandeis University team to explore the feasibility of foundations working together to close the “opportunity gap” for public school students in Fairfield County, CT. The feasibility study was launched following a meeting of 32 foundations and community and school leaders convened by Heidenreich on October 30, 2017. That meeting set the stage for the Brandeis study goals:

- Gain a better understanding of the opportunity gap in Norwalk Public Schools, the challenges in addressing it, and the levers that have been effective in narrowing it.
- Explore what needs to be in place in Fairfield County schools and communities to address the opportunity gap.
- Explore what needs to be in place among funders to effectively address the opportunity gap.

For the study, the Brandeis team interviewed 29 funders and community partners (for a total of more than 60 face-to-face, telephone and video-conference contacts and as many follow-up emails) to assess potential partners’ perceptions of the problem, what action is needed, and their interest in new solutions to close the gap (see attachment A for the List of Key Informants). The Brandeis team also researched case studies, best practice, and lessons learned about successful strategies to address the opportunity gap challenge – as well as where failures have occurred and why. In this report we lay out a framework for action and recommendations for next steps.

B. Approach

The Brandeis team used the following approach to guide the study:

- Ground the work in an ecological approach that keeps youth at the center – identify the supports and opportunities *all* youth need and deserve to help them graduate high school prepared for college, work and life.
- Respect existing Norwalk efforts; build on what is working well. Identify assets, gaps and needs and support re-design and innovation for what is not working or is missing.
- Assume work will happen from a community partnership approach and aim for alignment and cohesion of efforts – this is about *collective* impact in Norwalk.
- Draw upon a diverse set of perspectives.
- Maintain a learning and growth mindset.

II. BACKGROUND

A. Views from the Field and from the Brandeis Team

Young people need access not only to jobs, but jobs with potential for professional advancement, in order to transition from dependence on parents to self-sufficiency. Young people with stable jobs that offer future opportunity can become long-term economic contributors to the community.

–Fairfield County Community Foundation (2016), Thrive by 25

How can education, nonprofits, philanthropy, business, and government work together to close the opportunity gap and improve the availability of skilled workers – at a time when technology and globalization have brought about many structural changes in the labor market and when the academic achievement gap seems harder to close than ever?

The U.S. economy is fast changing and technology driven; the future of work is still an emerging picture. Thus, it is even more important than in the past that youth learn *how to work* at the same time as they figure out *what work they will engage in* as adults. Connecting youth to meaningful work also strengthens their academic motivation, teaches important life skills, raises their self-esteem, and lays the groundwork for lifelong learning. Transitions between school, work, and postsecondary education or apprenticeships need to be seamless, rational, driven by student interest and aptitude, and have meaningful linkages to national, regional, and local economic realities.

How youth are guided through their journey from middle school, to high school, to a postsecondary credential or apprenticeship, and then to work and civic engagement, is the key challenge for healthy communities. A well-knit local or regional ecosystem prepares all youth for life, work and citizenship. It creates robust pathways that allow youth to choose the one that fits them best. It ensures that learn and earn pathways are aligned with the local and regional economy so that youth are learning meaningful skills and competencies. And it does this through an equity lens that ensures that kids are not falling through societal cracks based on their zip codes.

Typical approaches to closing the opportunity gap (such as, simply adding after school programs, a standalone summer jobs program, nominal youth development training for employers and educators, or adopting an “out-of-the-box” education reform model without community ownership) **do not work** – especially if they are not implemented with a shared vision in a coordinated, aligned way. What is required, especially in this new era of work and learning, are:

- Coordinated efforts to close the academic achievement gap and steady movement toward an integrated, year-round collaborative system at the intersection of education, workforce development, and youth development.
- Distributed, adaptive leadership and investment of the public, private and philanthropic sectors.
- Systems and policies to ensure youth succeed.

B. Highlights of the Local Context

Norwalk is making meaningful strides towards connecting all youth to a strong future. The public schools’ achievement gap has been narrowed in recent years, the community has several strong, adaptive leaders, community-based organizations have stepped up to provide many essential supports and opportunities, a network of early childhood service providers and Pre K-5th grade academic and enrichment supports are in place, and the philanthropic and business community have begun to invest in promising new initiatives with the schools and community organizations.

At the same time, challenges persist. Race and class continue to impact student success, suspension and expulsion rates continue to be higher for students of color than for white students and many Norwalk youth enter Norwalk Community College unprepared for college level work and need

developmental courses. The network of innovative models and service providers for the 14 to 24-year-old youth population is thin, and college and career readiness (work maturity, 21st Century Skills, job exposure, career pathways, an array of other readiness experiences, and social emotional competencies) are not sufficiently developed and/or scaled to meet the need. The corporate sector has not yet been adequately engaged to create a seamless pipeline of employees ready to take on Connecticut's economic leadership. According to an analysis by the Campaign for Working Connecticut, skill gaps exist in industry sectors that are key to Connecticut's economy. Job openings in manufacturing, health care, construction and other sectors may not be able to be filled without a more concerted effort to train middle-skill employees to enter these sectors.

Education challenges are also significant, particularly for older youth. The Parthenon-EY Education Group (2016),¹ found that one in five Connecticut youth are either disengaged or disconnected from school and thus in danger of unemployment, incarceration, and lost future earnings. The Center for Academic Progress (2018) found that most states' high school graduation requirements are not aligned with college and career readiness benchmarks and fail to meet the admission criteria for their respective public university systems. Their research shows that Connecticut does not meet four of the five high school graduation requirements quality criteria.²

Along with Bridgeport and Stamford, Norwalk is among the top 300 in fastest growing cities in the nation.³ Although by some measures Norwalk (population, 88,438) is a well-heeled community, with a median household income of \$80,896 (vs. \$55,322 US), a poverty rate of 8.51% (vs. 14% US),⁴ and unemployment rate of 4.4%,⁵ a closer look tells a story of a changing state economy,⁶ changing demographics and significant disparities.

- "The population of Norwalk is 53.1% White, 25.1% Hispanic, and 14.6% Black. 84.6% of the people in Norwalk are U.S. citizens and 37.6% speak a non-English language."⁷

¹ Parthenon-EY Education Group. *Untapped Potential. Engaging All Connecticut Youth*. September 2016. Commissioned by the Dalio Foundation.

² Center for American Progress. *Are High School Diplomas Really A Ticket to College and Work? An Audit of State High School Graduation Requirements*, by Laura Jimenez and Scott Sargrad. April 2018.

The authors of this report identify the following five criteria as indicators of the quality of the state's high school graduation requirements:

1. 15-credit college-ready curriculum
2. A three credit CTE curriculum in the same field
3. A well-rounded education including coursework in computer science, engineering, health, music, technology among other topics (ESSA)
4. Alignment with state college requirements for course type and years of study
5. Meeting two or more of these criteria.

Based on this research, the authors concluded that CT does not meet criteria 1, 2, 4, 5.

³ <http://ctbythenumbers.info/2015/11/08/three-connecticut-cities-among-nations-top-300-fastest-growing-economies/>

⁴ <http://worldpopulationreview.com/us-cities/norwalk-ct-population/>

⁵ <https://www1.ctdol.state.ct.us/lmi/laus/lmi123.asp>; "Connecticut lowered its unemployment rate last month to 4.4 percent while losing 1,700 jobs..." <https://www.stamfordadvocate.com/business/article/Report-Connecticut-loses-jobs-reduces-10868681.php>

⁶ "While we do not yet have supporting data, a combination of tight labor markets, an aging workforce, increased self-employment and growing out-of-state commuting could explain slowing job growth and rapidly declining unemployment rates." [Andy Condon](https://www.stamfordadvocate.com/business/article/Report-Connecticut-loses-jobs-reduces-10868681.php), director of the Labor Department's [Office of Research](https://www.stamfordadvocate.com/business/article/Report-Connecticut-loses-jobs-reduces-10868681.php).

⁷ <https://datausa.io/profile/geo/norwalk-ct/>

- 27% of Norwalk residents are foreign born. Of these, 64.7% came from the Americas,⁸ 32% have a BA or higher education⁹
- 21% of Norwalk’s population is low income; of this group, 28% are aged 0-17; from 2000-2014 the percentage increased by 4 points.¹⁰
- “Among the population ages 0–17 in Fairfield County, 36% of African Americans and 30% of Latinos live in poor neighborhoods, compared to 1% of whites.”¹¹
- 34.1% of 15 yr. old males in Norwalk live below the poverty level compared to 11.3% in CT; 12-14 yr. old and 16-17 yr. old females exceed the CT rate as well.¹²
- 32% of Norwalk residents have a high school credential and/or some college but not a bachelor’s degree¹³
- “The income inequality of Norwalk (measured using the Gini index) is 0.612 which is higher than the national average (0.485).”¹⁴
- “The Mayor’s Summer Youth Employment Program prepares youth ages 14-18 for job via pre-employment workshops and matches them with employment opportunities where they can explore a profession, learn a skill, learn to navigate in a business environment, contribute to the community, and earn money. The program operates for six weeks in July and August. Youth workers work 25 hours per week and earn minimum wage.”¹⁵ While 1,000 applications are received, only 200 youth are accepted.¹⁶
- The most common employment sectors for those who live in Norwalk are [Healthcare & Social Assistance](#), [Retail trade](#), and [Professional, Scientific, Tech Services](#).¹⁷

Snapshot of Norwalk Public Education and Challenges

- Norwalk Public Schools (NPS) has 11,494 students in Pre-K through 12 across 12 elementary schools, 4 middle schools, 2 high schools and an alternative programs.¹⁸
- NPS has a richly diverse student population: 47% Latino, 29% white, 16% black, 5% Asian, and 3% other.¹⁹
- On October 1, 2017, 51% of Norwalk’s PreK-12 students were eligible for free or reduced price meals; 15% ELs; 12% special education; 59% high needs.²⁰
- There are a total of 1,719 student in grades 9-12 at NHS and 1,544 at McMahan.²¹
- Across grades 9-12, 53% of Norwalk High students and 62% of Brien McMahan students are high needs. Of the high needs student total for grades 9-12, 87% of NHS students and 90% of McMahan students are Hispanic, Black or Asian.²²

⁸ www.towncharts.com/Connecticut/Demographics/Norwalk-city-CT-Demographics-data.html

⁹ Data Haven, Fairfield County Community Wellbeing Index 2016, <http://www.ctdatahaven.org/reports/fairfield-county-community-wellbeing-index>

¹⁰ Ibid.

¹¹ Op. cit.

¹² <http://www.city-data.com/city/Norwalk-Connecticut.html>

¹³ Fairfield County Community Wellbeing Index 2016, <http://www.ctdatahaven.org/reports/fairfield-county-community-wellbeing-index>

¹⁴ <https://datausa.io/profile/geo/norwalk-ct/>

¹⁵ <https://www.norwalkct.org/135/Mayors-Summer-Youth-Program>

¹⁶ Interview, Brown and Blevins, Fairfield County’s Community Foundation, 2018

¹⁷ Ibid.

¹⁸ Norwalk Public Schools, October 1, 2017 PSIS report

¹⁹ Ibid.

²⁰ Op cit.

²¹ NPS, October 1, 2017 PSIS report, BMHS numbers exclude the Center for Global Studies (CGS)

²² Ibid.

- Considering eligibility for free and reduced lunch *only*, 47% of Norwalk High students qualify, compared to 54% for Brien McMahon.²³
- High school expulsions and suspensions are significantly higher among Black and Latino students.²⁴
- 30% of NPS graduates enroll at Norwalk Community College (NCC) and of those 67% need developmental coursework.²⁵

NPS just completed the first year of its Strategic Operating Plan and reports that “high-needs” students (i.e., English language learners, and special education and lower-income students) showed the greatest growth, a 1/3 reduction in the achievement gap and increase in the graduation rate.²⁶ These are substantial gains and clearly should be celebrated; yet to actually close the opportunity gap requires an assessment of supports and opportunities, especially for older youth, and a focused, aligned approach to addressing the full range of resources needed for them to be prepared for college, career and life.

See Attachment B for a more detailed report on strengths, challenges, opportunities, and threats relevant to the proposed Norwalk Partnership Initiative.

III. SUMMARY OF FINDINGS

The Brandeis team’s research and synthesis of themes from the interviews revealed the following:

1. ***There is the will among Norwalk organizations and many area funders to move forward in Norwalk – with a few caveats.***
 - Early on in the study, **Norwalk** emerged as the focal point in Fairfield County, based on input from interviews and research.
 - Most agree about the need for a multi-year, multi-stakeholder process. Its details and ultimate outcomes are still to be agreed upon, and consensus is lacking about any one organization being ready to lead such an effort.
 - There is a tension among interviewees between building on Norwalk’s strengths and bolstering its challenges by bringing in new national partners with fresh ideas, designs, and methods.
 - There is substantial agreement that visionary, courageous, adaptive leadership is essential, and that tweaking existing practices will not yield the desired results.
2. ***While Norwalk Public Schools and community partners have achieved impressive gains, there is still work to be accomplished.***
 - NPS has been narrowing the academic achievement gap over the past two years; there are educational strategies that are working for many students.
 - At the same time, the percentage of NPS graduates that need to take one or more developmental courses at NCC is rising.

²³ Op cit.

²⁴ NPS, October 1, 2017 PSIS report per Filardo 05.21.18

²⁵ David Levenson by email to Brandeis, 2018

²⁶ NPS, Adamowski, 10.31.17

- Expulsion, in-school, and out-of-school suspensions are correlated with race, class, and special needs.
- Career pathways strategies that have been implemented in the high schools and in conjunction with NCC and a few industry partners appear to be effective, yet the number of and range of opportunities are insufficient to meet the need.
- There is a high level of collaboration among NPS, NCC and community partners – yet the alignment and cohesion of content and approach must be stronger for effective preparation for college, career and life.
- High needs students require more supports in order to able to focus on education – basics like safety, consistent access to food, stable housing, child care, mental health, substance abuse treatment, transportation, academic support, and so forth – these supports are not consistently available to youth aged 15-24 in Norwalk.
- Capacity is a concern – there is unevenness in leadership and ability to scale up for a transformative approach to this work across systems.

3. *There is strong support for a focus on developing a comprehensive, integrated system of supports and opportunities for high needs youth ages 14-24 that focuses on preparation for college, career and life as a major area of need for investment.*

- The Campaign for Working Connecticut has shown a “skills gap” in specific sectors.
- The Georgetown report (*Good Jobs without a BA: A State by State Analysis, 2017*) suggests that the CT economy is fourth from the bottom in net jobs lost due to the shutdown of its manufacturing sector.
- Given the data about the mismatch between what employers need and what youth are learning, a multi-sector approach is critical to preparing all youth for college, work, and civic engagement. Currently, a coalition to support such an approach does not exist.
- The challenge is bigger than narrowing the academic achievement gap within the schools. Larger issues of inequity, structural racism, access to resources, and quality and quantity of public services available all affect youths’ struggles in school.
- Most agree that no single intervention, however strong, will yield a marked change. Instead, each has to be part of a multi-year workforce development plan that is aligned with local and regional economic needs and have practices and policies that become embedded in Norwalk’s DNA.
- Social emotional learning competencies are critical for success in college, career and life but are not systematically taught in school or in afterschool and summer programs.

4. *The funders must be genuine partners to make this initiative work.*

- Funding isolated programs can be effective but an aligned, integrated, comprehensive array of supports and opportunities is necessary for transformative change.
- A clear plan, with sufficient entry points, can help funders engage in ways that align with their own missions.
- Some funders and many community partners agreed that pooled funding can be an effective way to span silos and create synergy.
- A funder partnership needs a leadership structure and needs to pay attention to accountability, transparent communication, and results.

5. *Sustainability must be seriously addressed from the start of the initiative.*

- A long-term effort is needed for the transformative change desired. This requires both sustained investments and the engagement of a network of philanthropic, corporate

and government funders – particularly those that fund workforce development, youth leadership and civic engagement, education, higher education, housing, mental health and health services, addiction and substance abuse mitigation, foster care transitions and supports, and evaluation and learning.

- Local and regional corporations have to have a stake in this work in order for there to be an effective employment pipeline that meets the region’s talent and economic needs.
- Community, school, nonprofit, business, philanthropic, and government partnerships for implementation, accountability, and learning are crucial for long-term viability and to deeply embed the approaches into Norwalk culture and practice.
- Changed policies, practices and culture have to be embedded into participating organizational settings over several operating cycles. Changes made quickly and superficially will be equally quick to disappear.
- Policy changes have to be sought to sustain and scale effective practices, remove regulatory and legal obstacles, and create long-term sources of funding.
- The process of building community buy in should be thorough, extensive and ongoing if the work is to be deeply rooted and far reaching.
- The ambition of the initiative has to be in synch with the level and duration of funder engagement.

IV. RECOMMENDATIONS

A. Strategies and Framework

1. What strategies could Norwalk implement to ensure that NPS graduates are college, work and life ready?

Following are core strategy recommendations for the Norwalk Partnership Initiative, aligned with concepts and best practices gleaned from the field, expressed by key informants, and supported by the Brandeis team’s experience. The strategies all assume a collaborative, public-private approach to ensuring high needs youth graduate prepared for college, work and life.

a. Invest in work-based learning with real work for pay rooted in mastery-based competency building

Engage corporate, civic, and non-profit leaders with schools and colleges to create opportunities for students to work and learn about the world of work and careers; earn industry recognized certifications before graduation; and solve community challenges. Help students learn about their interests and aptitudes and engage in a variety of job exposure activities, paid internships, apprenticeships (participate in the CT apprenticeship plan), and summer and/or after-school jobs. Agree on outcomes and work backwards to develop age- and stage-appropriate benchmarks for college and career competencies and embed these in high school and middle school curricula (ideally the entire PreK-12 curriculum would embed 21st Century and work maturity skills). Create a progression of opportunities so that 9th to 12th graders move from learning about careers, to paid internships, to doing real work and apprenticeships for pay. Offer academic credit in English, math, social studies, science, and other subjects for work-based learning that takes place in NPS, at Carver, at NCC, and in the community (e.g., museum, hospital, tech start-up, and farming).

b. Deeply embed a Whole Youth approach throughout the system

Integrate a Whole Youth focus district wide and through community programs. The Whole Youth approach combines work, learning, youth leadership and voice, service to the community, and comprehensive, personalized learning and other student supports (including social workers to assist with family support, such as stable housing, food, mental health, substance abuse, etc., and other specialists for tutoring, ESL, etc.). It is grounded in mastery-based education to enable students to achieve their learning goals at their own pace (a four-year curriculum in the same progression and time period may not be right for everyone). It also provides every student with a mentor or coach to guide their connection to work, learning, and community leadership opportunities, and helps them build social capital. The approach also addresses areas such as adult mindset, school culture, trauma-informed and restorative practice, social emotional competencies, and wellness. See Attachment C for an example of a Whole Youth approach.

c. Focus on the transitions

Transitions from middle to high school, from grade to grade within high school, and from school to college and/or careers offer critical intervention points to keep all youth on track. Students are often more vulnerable during these transitions than at other times and summer learning loss is a well-documented issue. Strategies such as providing robust summer jobs connected to the school year curriculum and after school learning opportunities, internships, and providing mentors or coaches that help support youth are all important elements of a comprehensive strategy.

d. Fully engage families and communities

Implement an ecological approach (including families, community members, schools, higher education institutions, corporate and non-profit organizations, philanthropic, civic, and government leaders) and develop effective strategies with these stakeholders to generate awareness, engagement, a solution orientation, and mutual accountability to support all youth and avoid a system in which schools operate in silos and families and other community members are engaged superficially.

e. Weave professional development throughout the initiative

Values-grounded and aligned education and support of leaders, teachers, youth work, and social service professionals, and others engaged in a broad-scale initiative is the key to transformation – “it’s about the people.” Adults need knowledge, skills, abilities, and dispositions to engage and prepare youth. Important areas of focus include encouraging a growth mindset, understanding trauma-informed and restorative practice as well as social emotional competencies, and creating a safe school culture and climate. This is especially true given the pace of change in the workforce, technology, and the sciences, along with what is being learned about effective practice in education, human development, deepening and scaling practice, systems change, and sustainability. Additionally, professional development and coaching at many levels must occur so that leaders and practitioners are equipped with management competencies, including adaptive capacity to manage change.

f. **Evaluate to prove and improve – a results orientation and learning are key to achieving outcomes, continuous improvement and sustainability**

A multi-stakeholder learning community that engages deeply with implementation successes and challenges, outcomes and impact, and policy obstacles, will enable a continuous improvement cycle and help scale successful practices in Norwalk and other areas. Use evaluation as a management and learning tool to assess program effectiveness, improve program practice, and understand at program and initiative levels what progress towards outcomes is or is not being made and why. To this end, implement the following:

- A multi-year mixed methods evaluation plan that includes evaluation capacity building, logic model development with outcomes and measures for success, a formative analysis plan, and reporting. Collect a broad spectrum of data and match the methods with the questions to be answered, the initiative's characteristics and culture, and the resources at hand.
- Collective development and consistent tracking of outcomes and indicators.
- Robust learning communities of funders and practitioners for overall accountability, continuous improvement, and a culture of learning with practitioners and policy makers as *partners* in a knowledge development effort to which all bring critical strengths, and in which practical solutions to real-world issues are developed through collaboration and mutual respect.
- Documentation of proven practices and outcomes to leverage national funders.

g. **Engage policy makers to create incentives and sustain effective practices and programming**

Develop informed policy positions to support the work at all levels and educate policy makers about the necessity of policy change and appropriations to aid the initiative over time.

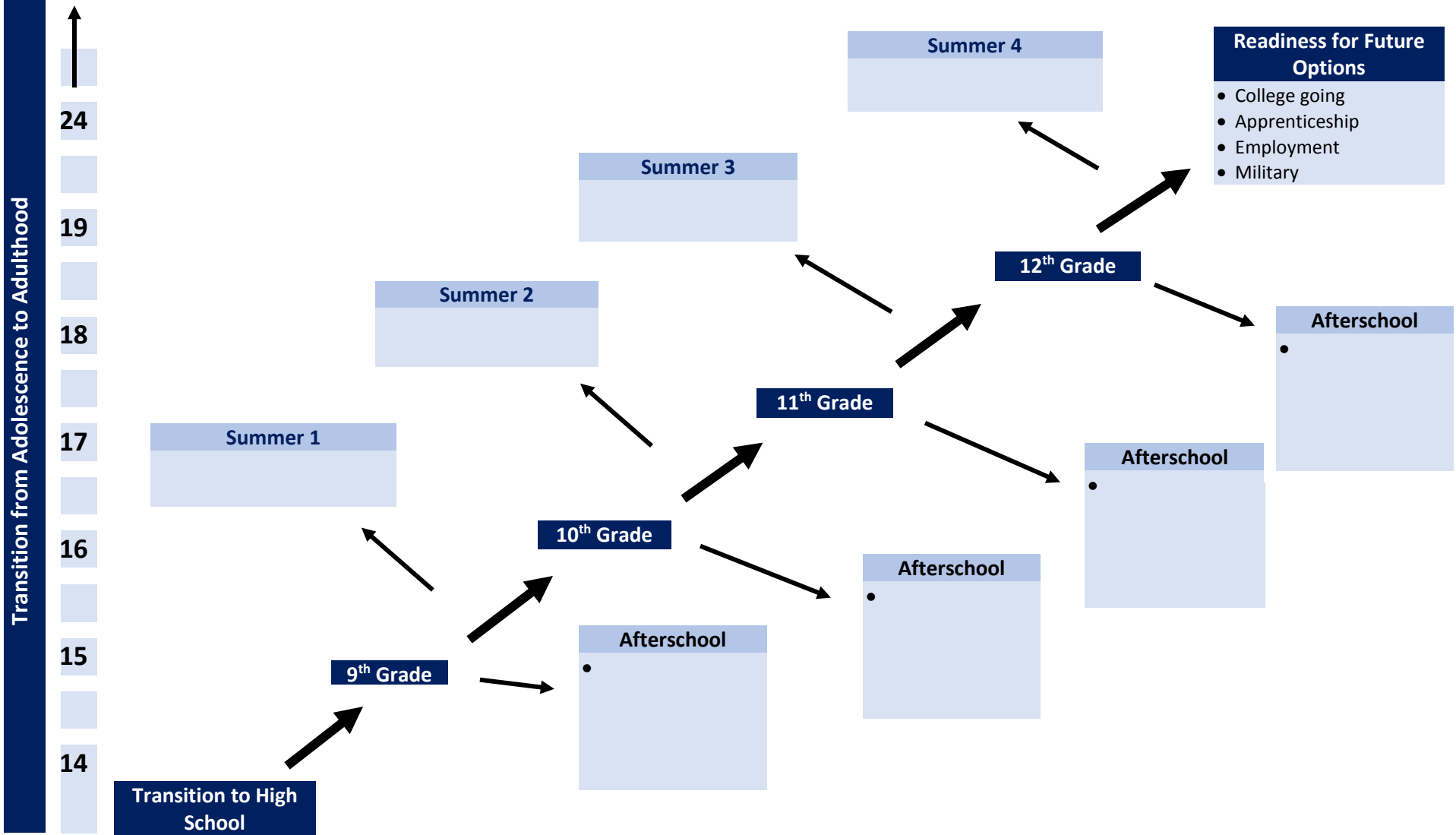
h. **Galvanize investors to support the “closing the opportunity gap” initiative laid out in this study.**

There are many ways investments can be made in this initiative, the critical factor in testing the concept's efficacy is ***alignment of the work and the funding*** to avoid a piecemeal approach. The research-based programmatic approaches laid out in the recommendations will require significant investment and a long-term commitment. The Readiness Phase, which would be the proposed start of the initiative, is the period during which specific implementation plans and budgets would be developed and a map of specific aligned funding opportunities identified.

These key strategies should be implemented to create pathways for high needs Norwalk youth to successfully transition through each of the four years of high school, including afterschool and the four summers of high school, so they are fully prepared for college, career and life. The following illustrative framework maps out this plan and is to be completed with planning and implementation partners.

NORWALK YOUTH TRANSITIONS – ILLUSTRATIVE FRAMEWORK

PROGRESSION OF SUMMER & AFTER-SCHOOL OPPORTUNITIES FOR ADVANCING COLLEGE & CAREER READINESS
 By inspiring a growth mindset, increasing protective factors, and individual resiliency at every opportunity to combine work & learning



The Brandeis team also recommends that the initiative commence with a Readiness Phase during which partners develop detailed implementation plans and determine governance, accountability, and other systems, and funders have the opportunity to make investment decisions.

B. Readiness Phase 2018-2019

The Readiness Phase would begin during the summer of 2018 and continue through June of 2019. Key tasks to be performed during that period include:

June 2018

- Brandeis shares study; Brandeis, NPS & community partners share five high-leverage strategies with funders
- Make decision about next steps

July 1, 2018—December 31, 2018

- Confirm initial investment partners
- Develop agreements with implementation partners for planning
- Identify first cohort for the initiative and co-create with partners work-based learning and Whole Youth program designs with outcome-driven implementation plans and budgets
- Determine grant making methods and intermediaries, as needed
- Develop technical tools
- Identify place-based start-up locations
- Identify learning needs and prepare a professional development plan
- Identify capacity building needs and develop a plan
- Decide systems for data collection, accountability and governance
- Identify existing policies or regulations that need adjustment and develop a plan to address these
- Create a partnership development and learning plan
- Confirm additional investment partners

January 1, 2019 – June 30, 2019

- Begin roll out of implementation plans
- Issue RFP for implementation and technical assistance partners
- Complete evaluation design and data collection system
- Determine initiative leadership & grant making intermediary (as needed)
- Hire and train teachers, employment coaches/mentors, other staff for summer 2019 in March

The implementation and other plans should be tied directly to core strategies and outcomes and identify action steps, learning questions, persons responsible, collaboration needs, and time frames.

Attachment C is a sample template for building investments to support this initiative.

Attachment D is a listing of Potential Corporate Partners.

Attachment E is a listing of Potential New Foundation Partners.

C. Implementation Phase – Summer 2019—Fall 2023

Launch a four-year work-based learning initiative grounded in a Whole Youth personalized learning approach to ensure Norwalk students are prepared for college, career and life.

The details of the initiative, to be developed in the readiness phase, will include implementation plans for work-based learning and a Whole Youth approach.

D. Partnership Development

The quality and commitment to genuine partnership will make or break this initiative. To achieve the type of transformation envisioned, new ways of thinking and working are required. Partnering in such a manner is not easy and requires time, practice, and staying power to develop the “muscles” needed for this kind of work.

To achieve the outcomes to be identified in the Readiness Phase, several work groups will be necessary. Having an initiative wide set of partnership guiding principles – these should include reflection in every meeting – for all of the work groups would help develop coherence and a sense of connectedness.

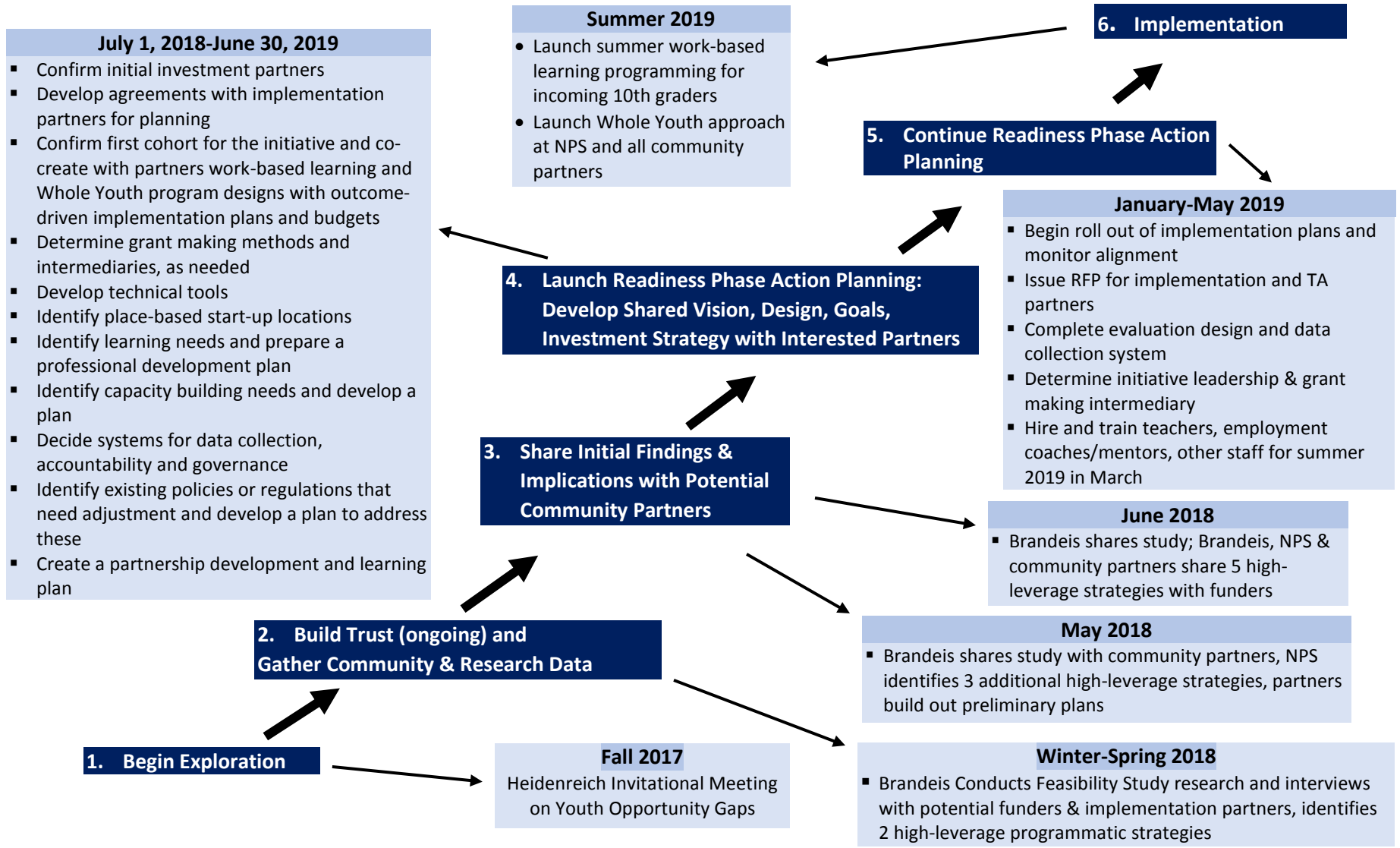
Specific partnerships will need focused attention: the governance group, such as a steering committee, the funders group, and one or more practice-oriented groups. The Brandeis Team recommends dedicated resources to support the work as it is laid out in the Readiness Phase implementation plans.

Partnership development is in its early stages among segments of the collaborative needed to plan, launch, evaluate and improve, and ultimately succeed with this initiative. It is envisioned that the partnerships will move through several phases of development during the duration of the initiative.

A diagram of this phased approach appears below.

OPPORTUNITIES FOR ADVANCING THE NORWALK PARTNERSHIP INITIATIVE
Multi-Stage Process for Building Infrastructure & Launching Programs

PARTNERSHIP DEVELOPMENT



E. Brandeis University Role

Readiness Phase: July 1, 2018 – June 30, 2019

1. Build on relationships and emerging trust with key Norwalk stakeholders to serve as initiative design and evaluation and learning partner.
 - With key stakeholders co-create an initiative logic model with detailed strategies, benchmarks and outcomes.
 - Co-create the initiative design with Norwalk Public Schools, Norwalk ACTS, The Carver Center, Norwalk Community College, Fairfield County's Community Foundation, the Chamber and private sector, social service providers, community engagement groups, investors, and others, and co-create a data collection and accountability systems and initiative governance structure.
 - Co-design and issue a Request for Proposals for implementation and technical assistance partners as needed; help craft work plans that align towards shared outcomes.
 - Based on the initiative logic model; develop and implement an evaluation and learning plan that (a) assesses and builds capacity as needed to use data to assess progress towards outcomes and longer-term impact, (b) documents the implementation and assesses attainment of outcomes, (c) uses data for learning and improvement, and (d) creates and sustains a learning and improvement culture.
 - Monitor alignment.
2. Facilitate and document a funders' learning community.

Implementation Phase – July 1, 2019—June 30, 2023

1. Continue in the role of evaluation and learning partner.
2. Continue to facilitate and document a funders' learning community.
3. Co-convene a private sector partnership (aka Corporate Coalition) to support this initiative.

ATTACHMENTS

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ATTACHMENT A
KEY INFORMANTS FOR BRANDEIS FEASIBILITY STUDY

November 2017-May 2018

The Brandeis Team extends deep appreciation to the following sources for information about the Norwalk and/or Fairfield County landscape in its many dimensions and their perspectives on existing assets and needs for closing the opportunity gap and recommendations for implementation.

NAME	TITLE	ORGANIZATION	LOCATION
1. Richard Wenning	Executive Director	Be Foundation	Redding, CT
2. Cynthia Lyon	Director, Higher Education and Human Capital Services	The Business Council of Fairfield County	Stamford, CT
3. Scott Wilderman	President and CEO	Career Resources	Bridgeport, CT
4. Novelette Peterkin	Executive Director	Carver Foundation of Norwalk, Inc.	Norwalk, CT
5. Steven Adamowski	Superintendent	City of Norwalk Public Schools	Norwalk, CT
6. Ralph Valenzisi	Chief of Technology, Innovation & Partnerships		
7. Jennifer Alexander	CEO	ConnCAN	New Haven, CT
8. Karen Brown	Vice President of Programs	Fairfield County's Community Foundation	Norwalk, CT
9. Alexis Bivens	Program Director		
10. Rob Cashel	President and CEO	Family & Children's Agency	Norwalk, CT
11. Cynthia Russell	Program Director	Goodnow Fund	Darien, CT
12. David Addams	Executive Director	Graustein Memorial Fund	Hamden, CT
13. Fahd Vahidy	Philanthropic Advisor		
14. Jay Sandak	President	Herbert and Nell Singer Foundation	Wilmington, DE
15. Steve Coan	President and CEO	Mystic Aquarium	Mystic, CT
16. Lauren Patterson	Executive Director	New Canaan Community Foundation	New Canaan, CT
17. Anthony Allison	Executive Director	Norwalk ACTS	Norwalk, CT
18. Kate Ritter	Associate Director, Strategy and Operations		
19. David Levenson	President	Norwalk Community College	Norwalk, CT
20. Ann Rogers	Executive Director	Norwalk Community College Foundation	Norwalk, CT
21. Per Heidenreich	Principal/Trustee	Per and Astrid Heidenreich Foundation	Stamford, CT
22. Cecilie Jedlicka	Trustee		
23. Michael Chambers	Executive Director		
24. Laura McCargar	President	Perrin Family Foundation	New Haven, CT

NAME	TITLE	ORGANIZATION	LOCATION
25. Mirellise Vasquez	Executive Director	Tauck Family Foundation	Bridgeport, CT
26. Linda Franciscovich	Executive Director	The Grossman Family Foundation	Cos Cob, CT
27. Meghan Lowney	Executive Director	The ZOOM Foundation	Fairfield, CT
28. Debbie Shabecoff	Executive Director	Tudor Foundation, Inc.	Greenwich, CT
29. Diana Napier	YouthWorks Program Manager	The WorkPlace, Inc.	Bridgeport, CT

ATTACHMENT B
STRENGTHS, CHALLENGES, OPPORTUNITIES, THREATS ANALYSIS

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> ▪ Norwalk has strengths in leadership and infrastructure and has shown a will to excel. For example: <ul style="list-style-type: none"> ○ Norwalk ACTS (NA): collective impact convener using STRIVE framework and national resources; data sharing agreements and relationships with many critical actors ○ Norwalk Public Schools (NPS): strong leadership; data and best practice informed; just completed first year of Strategic Operating Plan – reports that “high-needs” students (English language learners, and special education and lower-income students) showed the greatest growth, a 1/3 reduction in the achievement gap and increased graduation rate; redesign plan supported by the Board of Education for school to innovate and excel in school redesign to close the opportunity gap ○ The Carver Center (Carver): strong leadership; afterschool and summer programs for MS and HS students with programs in all NPS MS and HS in 2018-2019; focused on transitions (elementary to MS, MS to HS); Social Venture Capital partner ○ Norwalk Community College (NCC) – developing career pathways programs with NPS and corporations (e.g., IBM); large scholarship program (80% scholarship for full time students) with many student supports ○ IBM early college academy graduates prepared for college and career (do not need remediation); model for corporate partnership ○ Family and Children’s Services (FCS) of Fairfield County: afterschool program with academics and social emotional learning (SEL)/executive functioning focus for 65 MS students (referred by guidance counselors); follows these youth through HS with 1-on-1 approach ○ Investment in collecting, analyzing and using data at NA, NPS, NCC, Carver, FCCF, Data Haven ○ Fairfield County’s Community Foundation (FCCF) – foundation infrastructure for grant making and convening; Thrive by 25 initiative; and Nonprofit Center for Excellence; donor advisor; data ▪ Private funders and foundations are investing in the leadership and infrastructure above, among many other organizations ▪ A significant number of corporations are based in or near Norwalk and/or make contributions to Norwalk organizations 	<ul style="list-style-type: none"> ▪ Many youth are not work-ready – they lack work maturity skills, 21st Century Skills, and SEL competencies ▪ Employers don’t know what jobs youth can do and are not prepared to host them ▪ Comprehensive wraparound services for older youth are not available in as coordinated and systematic as needed. Examples of resources needed: <ul style="list-style-type: none"> ○ Housing ○ Food ○ Mental health ○ Substance abuse ○ Foster care ○ Additional resources needed in the space ▪ Lack of linkage between the state’s vocational technical schools and the Community College system ▪ Family and community engagement and youth voice only occurs in pockets; should be genuinely involved more deeply in co-creating solutions ▪ Norwalk has lots of data but it is not always easy to access or analyze in order to answer key questions

OPPORTUNITIES

- There is growing sense that a community partnership in Norwalk focused on the opportunity gap for all ages, especially older youth, could actually close the opportunity gap
- Infrastructure and programming capacity for 14-24, especially youth most in need of supports and opportunities, needs further development and community-wide coherence
 - College readiness and success efforts need deepening before students graduate NPS
 - Career preparation, internships, employer partners – infrastructure and practices need to be further developed
- A community-wide partnership focusing on 14-24-year olds is at a very early stage – build on NA goals, Thrive by 25 framework, student-centered learning principles, and Brandeis study to create shared ownership of an initiative logic model with concrete, measurable outcomes and aligned strategies
- Norwalk is experiencing strong economic growth; there is a lot of business development and creation of new jobs
- Deeper engagement of new corporate partners, Workforce Boards and Chamber of Commerce, will provide Norwalk and its youth more and better delineated pathways for career and college
- Mayor’s summer youth employment program – 1000 applicants; all interviewed; 200 hired; has potential for growth
- There seems to be a basic agreement that the economic and social viability of Norwalk and of CT depends on all young people’s success
- Establish and build a case for a strong coherent system of supports and opportunities to augment what is in place to reach the goal of closing the opportunity gap in order to attract and increase investment by private funders
- Use evidence of progress to date and new plans being developed to leverage national funders
- A common research and development agenda would support integrated forward motion and innovation

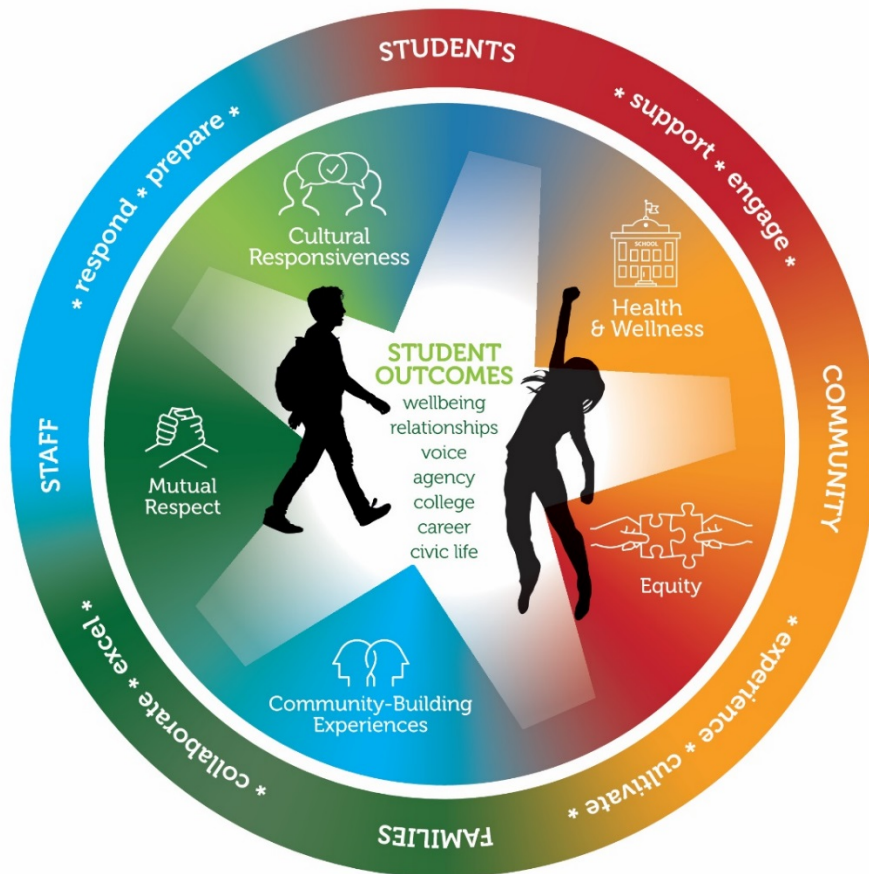
THREATS

- Funding decisions made in isolation could promote competitiveness for funding and lack of coherent, integrated pathways for youth
- Need is often defined narrowly as “academic achievement” and not as career and college readiness of the Whole Youth
- Norwalk will become more segregated in terms of racial and income inequality if the opportunity gap is not effectively addressed
- Leadership churn typically causes setbacks in development, changes in strategic plans and loss of political will
- Lack of formal learning mechanisms will prevent deepening of practice, innovation and scaling of best practices in Norwalk and other communities, and practice-grounded policy change for this age group
- Incremental change vs transformational change – the former will sap energy without perceptible success
- If investment is made for short-term targets, impactful change likely won’t happen
- Lack of evaluation of programs and collective effort and learning from implementation can lead to false starts and an inability to sustain even the best practice

ATTACHMENT C
SAMPLE WHOLE YOUTH APPROACH



WHOLE STUDENT FRAMEWORK



THEORY OF CHANGE

If we the stakeholders of HPS (staff, families, community members, and students) cultivate equity and excellence by treating each student with dignity, providing a physically, emotionally and intellectually safe environment supported by collaborative, community-building experiences, and planning and implementing culturally responsive teaching and learning:

then, each student will

- ***experience** wellbeing, positive and supportive relationships,
- ***have** voice and agency; and
- ***be prepared** for college, career, and civic life.

**ATTACHMENT D
SAMPLE INVESTMENT ESTIMATES TEMPLATE
2018-2021**

	YEAR 1 READINESS	YEAR 2 IMPLEMENTATION	YEAR 3 IMPLEMENTATION	YEAR 4 IMPLEMENTATION	TOTAL
Specific Programs					
–Work-Based Learning					
– Youth Wages					
–Whole Youth					
Youth/Family Fund for Basic Needs					
Youth Scholarships					
Professional Development					
Technical Assistance					
Data Infrastructure					
Evaluation and Learning					
Partnership Development					
Communications					
Administrative Support					
Match Funding					
GRAND TOTAL					

Specific detailed budgets will be developed for each strategy to include staffing and all related resources needed to achieve the desired outcomes. Ideally, for the purposes of seeking investments, the budgets would also include a per student total.

ATTACHMENT D
POTENTIAL CORPORATE PARTNERS
 April 26, 2018

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
21 st Century Fox America, Inc.	(203) 563-6600; Carey Chase, Chairman	https://www.21cf.com/investor-relations/	Wilton, CT
Aflac		(203) 878-0402; Laura Whitmarsh, Agent; laura_whitmarsh@us.aflac.com	New Fairfield, CT
AT&T		Michael Viola, Senior Vice President, Investor Relations; investr@att.com	Bedminster, NJ
AT&T United Way	(203) 553-2247; John Emra, Regional President; Ed Whiteacre, Manager	https://investors.att.com/resources/contacts#institutional-investors ; investr@att.com	New Haven, CT
Bank of America – Merrill Lynch	(203) 291-3891	(704) 386-5681 i_r@bankofamerica.com ; fixedincomeir@bankofamerica.com	Westport, CT (Corporate locations in Stamford and Ridgefield also)
Barclays		(212) 526-2224; Americas.IR@barclays.com	New York, NY
Beiersdorf Inc.	(203) 854-8000; Kathleen Shea, Vice President	+49 (0) 40-4909-5000; Dr. Jens Geissler, Head of Investor Relations/Corporate Treasurer; Investor.relations@beiersdorf.com	Norwalk, CT
Bloomberg Tradebook		(212) 318-2000	New York, NY
BlumShapiro	http://www.blumshapiro.com/contact		West Hartford, CT (locations in Shelton, Boston, Newton and Quincy also)
The Carlyle Group	(203) 834-1467; Jeffrey Padovan, Owner	(202) 729-5626; Michael Arpey, Head of Investor Relations	Wilton, CT
cg42	info@cg42.com http://cg42.com/contact/		New York, NY
CNN	(212) 275-7800	http://ir.timewarner.com/phoenix.zhtml?c=70972&p=irol-irhome	New York, NY

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
Datto Inc.		(203) 665-6423; Austin McChord, President; Norwalk, CT	
Deloitte & Touche LLP	(203) 256-8572; Lawrence F. Montague, Principal	(212) 436-4626; Chris Ruggeri, Principal of Deloitte Risk and Financial Advisory cruggeri@deloitte.com	Fairfield, CT (Also, several locations in Stamford)
Deutsche Bank	(212) 250-2500		New York, NY (CT office is in Greenwich)
Diageo North American Foundation Inc.	(203) 229-2100; Larry Schwartz, Chief Executive Officer	https://www.diageo.com/en/investors/	Norwalk, CT
Enterprise Holdings Foundation	(314) 512-5000; Jo Ann Taylor Kindle, President; Carolyn Kindle Betz, Senior Vice President and Executive Director	(203) 286-8793; Eugenio M. Cannata, Principal (Norwalk, CT)	St. Louis, MO
Enron Communications, Inc.	(212) 935-1133		New York, NY
Eversource Energy	(860) 728-4840; O Kay Comendul, Principal	(860) 665-3249; Barbara Niemen barbara.nieman@eversource.com https://www.eversource.com/content/ct-c/about/investors/investor-relations/contact-investor-relations	Hartford, CT
eWayDirect Inc.	(919) 844-9031; Marty Donner, Principal	https://www.ewaydirect.com/	Raleigh, NC
Exxon Mobile Foundation, Inc.		http://corporate.exxonmobil.com/en/company/contact-us/directory/investors?parentId=d36c9489-c188-46d7-bf02-312723b59a17	
GE Capital Corporation		www.ge.com/investor-relations	
GE Real Estate	(203) 840-6300; Robert E. Pfeiffer, Branch Manager	(617) 443-3400 investor@ge.com https://www.ge.com/investor-relations/investing	Norwalk, CT
General RE Corporation		http://www.genre.com/contactus/?c=n	Stamford, CT

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
	(221) 973-739; Sabine Denne, Media Inquiries; denne@genre.com		
Greater Norwalk Chamber of Commerce	(203) 866-2521; info@norwalkchamberofcommerce.com		Norwalk, CT
Goldman, Sachs, & Co	(212) 902-0300	gs-investor-relations@gs.com	New York, NY
HSBC Bank USA, N. A		http://www.about.us.hsbc.com/investor-relations/hsbc-usa investor.relations.usa@us.hsbc.com	New York, NY
IBM Corporation	(914) 499-1900	Jim Kavanaugh, Senior Vice President and Chief Financial Officer	Armonk, NY
J.P. Morgan Charitable Giving Fund	(215) 277-3010; npt@nptrust.org	https://www.jpmorgan.com/country/US/en/jpmorgan/private_banking/foundations/online_grant_application	Jenkintown, PA
JS Endurance, LLC	Shannon Marie Whippie, Registered Agent		Norwalk, CT
King Industries		(203) 866-5551; Richard King, President; Tim Grimes, Manager; Norwalk, CT	
KPMG LLP	(203) 356-9800; John Azzariti, Managing Partner	https://home.kpmg.com/xx/en/home/about/offices/stamford-1.html	Stamford, CT
MBI Inc.	(203) 853-2000	webmail@mbi-inc.com	Norwalk, CT
Morgan Stanley & Co.	(203) 326-6900	http://www.morganstanleybranch.com/stamford/email.htm	Stamford, CT
Morgan Stanley Foundation	(212) 537-1555 whatadifference@morganstanley.com		New York, NY
The Nielsen Company	(646) 654-4602; ir@nielsen.com	Sara Gubins, Senior Vice President, Investor Relations; (646) 654-8153; sara.gubins@nielsen.com	New York, NY
Newman's Own Foundation		info@newmansownfoundation.org (Funding by invitation only)	

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
Nomura Securities International, Inc.	(212) 667-9000 www.nomura.com		New York, NY
People's United Bank	https://www.peoples.com/peoples/Footer/Help-Center/Contact-Us-By-Email		Bridgeport, CT
People's United Insurance Agency	See above – They are a subsidiary of People's United Bank		Hartford, CT
Pepperidge Farm	(203) 846-7000	(203) 847-1907; Lori Blair, Site Manager	Norwalk, CT
Peterson Engineering Group, LCC	(203) 810-4191 info@peg-eng.com http://www.petersonengineeringgroup.com/contact.html		Norwalk, CT
Phibro LLC	(203) 674-9454 http://www.phibro.com/contact/	investorrelations@phibro.com	Stamford, CT
Point72 Asset Management	(203) 890-2000 (203) 890-3869; Mark Herr, Mark.Herr@point72.com		Stamford, CT
Pompa Development & Construction LLC	(203) 552-5236; Frank Pompa, Owner		Greenwich, CT
Praxair, Inc.	(800) 772-9247; info@praxair.com	(203) 837-2213; juan_pelaez@praxair.com ; Juan Pelaez, Director of Investor Relations	Danbury, CT
The Preferred Group	(800) 573-7474 info@thepreferredgroup.com		Albany, NY
Priceline	(203) 299-8000	http://ir.pricelinegroup.com/contactus.cfm	Norwalk, CT
Red Apples			New York, NY
Schwab Charitable Fund	(800) 746-6216	https://www.schwabcharitable.org/public/charitable/nn/contact_us	Orlando, FL
Shop Rite	(800) 746-7748	https://www.shoprite.com/contact-us-form-email/	Edison, NJ
Siemens Industry, Inc.	(800) 743-6367	email.us@siemens.com ;	Washington, D.C.

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
State Street Global Markets (State Street)	ir3@statestreet.com http://www.statestreet.com/contact-us.html		Boston, MA
Sun Products Corporation (Henkel North America)	https://www.henkel-northamerica.com/contact-us?pageID=562140		Wilton, CT
Synchrony Financial		Synchrony Financial Investor Relations: (855) 818-3056; InvestorRelations@syf.com	Stamford, CT
Tauck	info@tauck.com http://www.tauck.com/contact-us.aspx		Wilton, CT
Thomson Reuters	(646) 223-4000	Frank Golden, Senior Vice President; (646) 223-5288	
The TJX Foundation, Inc.		(866) 606-8365 (Investor Relations, "Computershare")	Framingham, MA (East Campus); Marlborough, MA (West Campus)
TMP Worldwide	(781) 895-4045; Ian Nadeau, Regional Vice President, Digital Marketing; ian.nadeau@tmp.com		Waltham, MA
UBS Investment Bank	(212) 713-2000 https://www.ubs.com/global/en/contact/contact.html		New York, NY
Van Dyk Baler Corp.	(203) 967-1100; info@vdrs.com	https://vdrs.com/contact/	Stamford, CT
Verizon	(212) 395-1000; Lowell McAdam, CEO and Chairman of Board of Directors		New York, NY
WB Mason	https://www.wbmason.com/CustomerService/vice.aspx		Brockton, MA
Weeden & Co. LP	(203) 861-7670; (800) 843-9333 Jeff Sansone, Senior Managing Director; http://www.weeden.com/about-weeden/contact-us/jeff-sansone/		Greenwich, CT
Whitman Breed Abbott & Morgan LLC	(203) 869-3800 www.whitmanbreed.com		Greenwich, CT

COMPANY NAME	CORPORATE/HQ CONTACT	OTHER CONTACT/LINK	LOCATION
Xerox Corporation		(800) 828-6396 https://www.news.xerox.com/investors/info	Norwalk, CT
Yale University/ Corporation		(203) 432-0120; David Swenson, Chief Investment Officer	New Haven, CT

ATTACHMENT E
POTENTIAL NEW²⁷ FOUNDATION PARTNERS
 April 27, 2018

FOUNDATION NAME	CONTACT	WEBSITE AND/OR EMAIL	LOCATION
The 460 Foundation, Inc.	(203) 425-8500	http://www.nonprofitfacts.com/CT/460-Foundation-Inc.html	Stamford, CT
Adolph & Ruth Schnurmacher Foundation, Inc.	(212) 986-1533	www.arsfoundation.com	New York, NY
The A. James Bach and Vona Hopkins Foundation	(516) 483-5800; A. James Bach, Principal	http://www.nonprofitfacts.com/CT/A-James-Bach-And-Vona-Hopkins-Foundation-Inc.html	New Canaan, CT
Alex G. Nason Foundation	(203) 856-5299; Alex Nason, Principal	http://www.nonprofitfacts.com/CT/Alex-G-Nason-Foundation-Inc.html	Stamford, CT
Bank of America Charitable Foundation		https://about.bankofamerica.com/en-us/what-guides-us/find-grants-sponsorships.html?cm_mmc=EBZ-EnterpriseBrand--vanity--EB01VN00BA_foundation-NA#fbid=QiKzig1_3Fm	
Belvedere Foundation	(212) 782-7476; Lisa Czachor, Chief Finance Officer		New York, NY
Carle C. Conway Scholarship Foundation	Marsha Colton, President and Treasurer 800 Connecticut Ave PO Box 5410, Norwalk CT 06856	http://www.nonprofitfacts.com/CT/Carle-C-Conway-Scholarship-Foundation.html	Norwalk, CT
Claire L. Helsing Foundation	600 Summer Street Stamford CT 06901		Stamford, CT
Daphne Seybolt Culpeper Memorial Foundation Inc.	(203) 742-3984; Nicholas Nardi, Manager		Norwalk, CT

²⁷ Potential funders listed are investing in the Norwalk area, but did not participate in the October 30, 2017 meeting or the feasibility study.

FOUNDATION NAME	CONTACT	WEBSITE AND/OR EMAIL	LOCATION
David & Eugene Bigelow Foundation		http://www.nonprofitfacts.com/CT/David-Eunice-Bigelow-Charitable-Remainder-Annuity-Tr-Colin-Gunn-Ttee.html	Westport, CT
Edward S. Moore Family Foundation	(203) 838-2990; Marion M. Gilbert, Principal Administrative Office: (212) 340-1925 info@esmff.org	http://www.esmff.org/index.html	Norwalk, CT
F. Gerard McGrath Foundation	Carolyn McGrath, Secretary/Treasurer/Director; Charles Siedler Jr., Director	http://www.nonprofitfacts.com/CT/F-Gerard-Mcgrath-Foundation.html	Darien, CT
First County Bank Foundation, Inc.	(203) 966-2711; Willard Miley, Branch Manager	http://www.nonprofitfacts.com/CT/First-County-Bank-Foundation-Inc.html	New Canaan, CT
First Niagara Bank Foundation	(716) 819-5680; Elizabeth Gurney, Executive Director Elizabeth.Gurney@fnfg.com (716) 819-5795; Nancy Gleason, Foundation Administrator Nancy.Gleason@fnfg.com	http://www.firstniagarafoundation.org/application-process	Lockport, NY
The Frederick A. Deluca Foundation	(203) 713-8645; Elisabeth Deluca, President	http://www.nonprofitfacts.com/CT/Frederick-A-Deluca-2010-Charitable-Lead-Annuity-Tr-David-G-Shaftel-Ttee.html	Milford, CT
Friedman Family Foundation			
GE Foundation	(203) 373-3216; Deb Elam, President	http://www.nonprofitfacts.com/CT/Ge-Foundation.html	Fairfield, CT
The Harlan and Lois Anderson Family Foundation		http://www.nonprofitfacts.com/CT/Harlan-E-Anderson-Foundation.html	New Canaan, CT
Healthcor Foundation Trust	(212) 622-7800	http://www.healthcorpartners.com/contact	New York, NY
The Hearst Foundations	(212) 649-3750; George Irish, Eastern Director	https://www.hearstfdn.org/funding-priorities/	New York, NY

FOUNDATION NAME	CONTACT	WEBSITE AND/OR EMAIL	LOCATION
	hearst.ny@hearstfdn.org		
Horizon Foundation, Inc.	(207) 773-5101; A.K. Buck Jr., President Applications, grant contracts, and final reports are submitted through online system – all other inquiries should be directed to Portland office	http://www.horizonfoundation.org/contact	Portland, ME
Inner-City Foundation for Charity and Education	(203) 416-1495; Richard T. Stone, Executive Director	innercity.foundation@snet.net http://www.nonprofitfacts.com/CT/Inner-City-Foundation-For-Charity-Education-Inc-United-States-Catholic-Conference.html	Bridgeport, CT
Inisfad Foundation, Inc.	(212) 751-9100 Lawrence Cavanagh Jr., Jan Cavanagh, Eleanor Reimer – All Directors (based in Rowayton, CT)		New York, NY
Jack and Trish Ryan Family Foundation	John F. Ryan, Principal		Cincinnati, OH
K&K Community Rebuilding Foundation Inc.	(203) 572-0175; Tamala Jones, Principal	http://www.nonprofitfacts.com/CT/K-K-Community-Rebuilding-Foundation-Inc.html	Bridgeport, CT
Liebergesell Foundation, Inc.	(203) 656-1535; Sachiko Liebergesell	http://www.nonprofitfacts.com/CT/Liebergesell-Foundation-Inc.html	Greenwich, CT
Louise Blackman Family Foundation	(561) 835-1313; Peter Flanagan, Principal		Palm Beach, FL
Lone Pine Foundation, Inc.	(203) 618-7821; Lucy Ball, Principal	http://www.nonprofitfacts.com/CT/Lone-Pine-Foundation-Inc.html	Greenwich, CT
The Maurice Goodman Foundation, Inc.	Jules Lang, Principal	http://www.nonprofitfacts.com/CT/Maurice-Goodman-Foundation-Inc-Tr-Tax-1a-4-078.html	Bridgeport, CT
Newman's Own Foundation	(860) 284-4200; Thomas Witherspoon, Principal	www.newmansownfoundation.org http://www.nonprofitfacts.com/CT/Newmans-Own-Foundation.html	Farmington, CT

FOUNDATION NAME	CONTACT	WEBSITE AND/OR EMAIL	LOCATION
O'Herron Family Foundation	(203) 899-3476; Anne and Jon Burleigh		Stamford, CT
The Orchard Farm Foundation	(203) 899-3476		Rowayton, CT
People's United Community Foundation	(203) 338-4067; Janet Ackerman, Vice President	http://www.nonprofitfacts.com/CT/Peoples-United-Community-Foundation.html	Bridgeport, CT
Pitney Bowes Foundation/Literacy Fund Inc.	(203) 351-7656	www.pb.com http://www.nonprofitfacts.com/CT/Pitney-Bowes-Literacy-Fund-Inc.html	Stamford, CT
The Richard and Barbara Whitcomb Foundation	(203) 966-4290; Richard Whitcomb, Principal	http://www.buzzfile.com/business/The-Richard-and-Barbara-Whitcomb-Foundation-203-966-4290	New Canaan, CT
Rita and Leo Greenland Family Foundation	(203) 212-3024; Andrew Greeland & Seth Greeland - Trustees		Norwalk, CT
Rockefeller Foundation	(212) 812-4330; Melissa Berman, Chief Executive Officer	http://www.rockpa.org/	New York, NY
Robert and Elizabeth Ellis Family Foundation	(800) 839-1754; Robert Ellis, President/Director; Elizabeth Ellis, Director/Secretary		Wilmington, DE
Roe Foundation	(864) 242-5007; Shirley Roe, Chairman	https://www.sourcewatch.org/index.php/Roe_Foundation	Greenville, SC
The Sexton Family Foundation	(203) 622-6016; Ormond Sexton, Principal	https://www.facebook.com/pages/Sexton-Family-Foundation/1198666830147207	Greenwich, CT
The Serenbetz Family Foundation		https://www.serenbetzfamilyfoundation.org/ https://serenbetz.wordpress.com/about/	
St. Luke's Foundation	(203) 388-0100; John Schlachtenhaufen, Principal	http://www.nonprofitfacts.com/CT/St-Lukes-Foundation-Inc.html	New Canaan, CT
Summer Hill Foundation	(203) 421-3669; Michael Johnson, Principal	http://www.nonprofitfacts.com/CT/Summer-Hill-Foundation.html	Madison, CT
The Tokeneke Foundation	(203) 854-6620; Charles P. Eaton, Principal	http://www.nonprofitfacts.com/CT/Tokeneke-Foundation-Inc.html	Norwalk, CT
Viking Global Foundation		http://www.vikingglobal.com	Greenwich, CT

FOUNDATION NAME	CONTACT	WEBSITE AND/OR EMAIL	LOCATION
The Wiggins Foundation	(800) 839-1754		Darien, CT
The William H. Pitt Foundation, Inc.	(203) 425-4300; Warner Depuy, Principal	http://www.buzzfile.com/business/The-William-H-Pitt-Foundation-203-425-4300	Darien, CT
Wilmot Wheeler Foundation		http://www.nonprofitfacts.com/CT/Wilmot-Wheeler-Foundation-Inc.html	Southport, CT
The Windmill Foundation, Inc.	(203) 351-4343	http://www.nonprofitfacts.com/CT/Windmill-Foundation-Inc.html	Stamford, CT
The WRG Foundation	(503) 352-0281	http://www.nonprofitfacts.com/OR/Wrg-Foundation.html	Portland, OR
Xerox Foundation	(203) 968-3000; Roy Haythorne, Branch Manager	https://www.xerox.com/Static_HTML/citizenshipreport/2006/contact-us.html	Stamford, CT
The Zimmel Family Foundation	(203) 869-3199; Joseph R. Zimmel, CFO President	http://www.nonprofitfacts.com/CT/Sarah-B-And-Joseph-R-Zimmel-Foundation.html	Greenwich, CT