



Dalio Philanthropies

Dalio Education Initiatives
2019 Annual Report





Barbara Dalio with Sheena Graham, Connecticut's 2019 Teacher of the Year (right), and students at Bridgeport's Warren Harding High School.

“We continue to learn and be nimble and humble.

I find that the more I know, the more I realize I don't know but can continue to learn by keeping an open mind and learning from others.”

Dear friends and partners,

My journey in education philanthropy began 10 years ago, and I hope it will continue for many more because I find it so rewarding.

As my family's foundation was growing, I decided that I wanted to learn about public education. I am an experiential learner, so I visited schools and met with superintendents, principals, union leaders, and teachers to ask where I could help.

One superintendent suggested that I help at an alternative high school, which is a school to support students most at-risk of not graduating. I spent the next two years getting very involved. I learned a lot about high school-aged students, including their challenges and the limited resources in their lives and schools. I also learned how difficult it is for teachers to reach every student, and the financial constraints that some districts have in Connecticut.

The more immersed I became, the more I got to know the education world and the more I realized how dedicated and caring educators are, and how much potential young people have to succeed. I also learned how talented educators have to be to perform many different roles in students' lives. In addition to teaching, they also act as social workers and psychologists, and provide critical emotional support in response to the immense challenges that young people growing up in poverty face.

With these insights in mind, I asked what it would take to help disengaged and disconnected youth in Connecticut graduate from high school ready for the future. I built a great team around me and we decided to commission a report to identify how many disengaged and disconnected high school students there are in Connecticut and to better understand their needs. We discovered that there are 39,000 of these students, which is 22 percent of all high school students in the state. We wanted to do something about it, so we created the Connecticut Opportunity Project to support youth development organizations working to help these students graduate from high school.

We also created an independent non-profit organization called the RISE Network to collaborate with educators in high schools across Connecticut. RISE serves as a platform for convening and supporting educators to innovate in response to the opportunities and challenges they observe. In partnership with educators, RISE has developed user friendly dashboards that enable educators and district administrators to leverage the power of data to know and meet the needs of every student in real time. RISE also provides extra support to struggling students during the transition from 8th grade to 9th grade.

We are now also partnering with the state of Connecticut through the Partnership for Connecticut, an independent non-profit organization, to expand support for helping high school students graduate, secure job skills and trade certifications, and connect to career opportunities.

We continue to support teachers through DonorsChoose.org, Fund For Teachers, and Lincoln Center Education as part of our efforts to appreciate educators who are too often insufficiently recognized for their hard work and contributions. We also support students' basic needs that might otherwise go unmet. For example, since 2015, we have given away 30,000 winter coats to students who needed them. And because students in low-income communities in Connecticut often face trauma, we also support partners who bring mental health and social and emotional learning to schools. We believe in a holistic approach to the well-being of both students and teachers. That's how we work to strengthen public education in Connecticut.

We continue to learn and be nimble and humble. I find that the more I know, the more I realize I don't know but can continue to learn by keeping an open mind and learning from others.

Barbara

Barbara Dalio
Founder and Director
Dalio Education Initiatives

Our Approach

From when the seeds for Dario Education Initiatives were first planted, our approach has always been grounded in direct engagement with educators, community leaders, young people, and other experts. We trust that those most impacted by the biggest challenges in education understand them the best and have the perspectives and knowledge needed to generate solutions. By listening, learning, and responding to insights shared with us, we amplify the best efforts and help turn promising ideas into reality.

Students struggle to thrive in school when they are burdened with poor physical or mental health, or the effects of trauma, or when they do not have enough opportunities to explore their passions. That's why, for example, we have partnered with **Clifford Beers**, a leading behavioral health clinic, to support a school-based mental and social wellness program in five New Haven public schools. Through that partnership, approximately 200 students and families annually access a comprehensive suite of services and supports to promote their physical and mental health. Students receive counseling through a clinician at school, while care coordinators work with their families at home, connecting them to needed social

services such as nutrition support and family and group therapy. Participating students are less likely to be absent, show fewer symptoms of mental and emotional distress, and do better in class as a result.

We also recognize that students need to develop a broad range of non-cognitive skills, attitudes, and dispositions to be successful at school and in life. Students need to be able to persist through challenges, build positive relationships, and solve novel problems. To better understand the importance of equipping students with these skills and how to do so, we helped convene the **National Commission on Social, Emotional, and Academic Development**. In 2018, the culminating *A Nation at Hope* report underscored the imperative to educate the whole child, including by teaching non-cognitive skills and cultivating safe, supportive environments where children and adults form strong bonds. The report synthesized decades of research in psychology, education, and brain science and incorporated input from two years of conversations conducted across the country with students, families, educators, and community leaders.

Public school educators

Young people

Public officials

Non-profit leaders

Youth development experts

Philanthropists

Community stakeholders

Myriad approaches to educating the whole child have developed in Connecticut, including through the **Yale Center for Emotional Intelligence's RULER** program for non-cognitive development. Through RULER—which refers to recognizing, understanding, labeling, expressing, and regulating emotions—students and educators learn to manage, share, and act on their emotions with maturity and purpose. In partnership with the Center for Emotional Intelligence, we are helping educators across 150 Connecticut schools to develop and teach these skills, leading to

caring, purposeful school environments that foster emotional and academic development.

With all of the factors that can accelerate or hamper success, the intense complexity of public education and youth development is abundantly clear. Yet when asked, educators have no shortage of innovative ideas for improving student learning. Through key partnerships, we provide the resources necessary to actualize their ideas.

Devin, 11th grade student, Stamford High School

«What makes the approach by Barbara Dalio and her foundation's team unique is that they reject claims that 'education is broken' or that philanthropists alone have all the answers. Instead, they approach their work by listening to classroom teachers and school support staff. They ask questions designed to help them better understand the challenges on the ground. *They then create connections that bring everyone together to collaborate on solutions focused on students and their educators.*»

JAN HOCHADEL
President of AFT Connecticut

Since 2015, we have provided fellowships through **Fund for Teachers** to 623 Connecticut educators so they could pursue self-designed professional development experiences to enhance their instructional practice. And since 2016, we have funded more than 2,900 classroom projects created by Connecticut teachers on DonorsChoose.org, a platform for teachers to request materials and experiences their students need.

To fully grasp the scope of the challenges in communities across the state, we commissioned the study **Untapped Potential** in 2016, focusing on high schools. The report identifies which students are at risk of dropping out, key barriers to high school graduation, strategies to help young people regain momentum, and how our society stands to benefit if we can unleash what Connecticut's most resilient youth have to offer.

Untapped Potential revealed new opportunities to act. With years of on-the-ground learning supplemented by data describing the needs and opportunities involving youth who are disengaged or disconnected, we launched three major initiatives over the next three years, each independent but complementary in an intentionally holistic response.

True to our roots, each initiative serves as a platform for elevating the voices of those most proximate to the work and for fostering collaboration that leads to positive youth outcomes. The Connecticut RISE Network, the Connecticut Opportunity Project, and the Partnership for Connecticut are designed to leverage the expertise found in schools, youth-serving non-profit organizations, and the statewide community, respectively. Through these initiatives, we are committed to expanding opportunity in pursuit of a future in which all Connecticut youth are fully prepared to graduate high school and succeed in life.

Public education and youth development are, at their core, deeply human endeavors, dependent upon a connection that one individual sparks with another and requiring the dedication to persevere until that spark lights. Within individual educators, youth development experts, and young people is where the wisdom lies for how to foster student success. By working together, we can draw on the power of collective expertise to turn success for one student into a strategy for success for all.

Since 2015, Dalio Philanthropies has invested more than **\$60 MILLION** in public education in Connecticut.



Upon the release of *A Nation at Hope*, Barbara Dalio (left), Mary Yordon, President of the Norwalk Federation of Teachers (center), and 5th grade student Holden Lagette participate in a roundtable discussion on the importance of social and emotional learning at Norwalk's Tracey Elementary School.

Supporting Connecticut Educators

Our commitment to supporting educators and helping them actualize their ideas for positive impact grows out of our deep and enduring appreciation for their expertise and passion. By working together, we can celebrate Connecticut educators, support them in continually enriching their practice, and ensure we are always learning from their experiences.

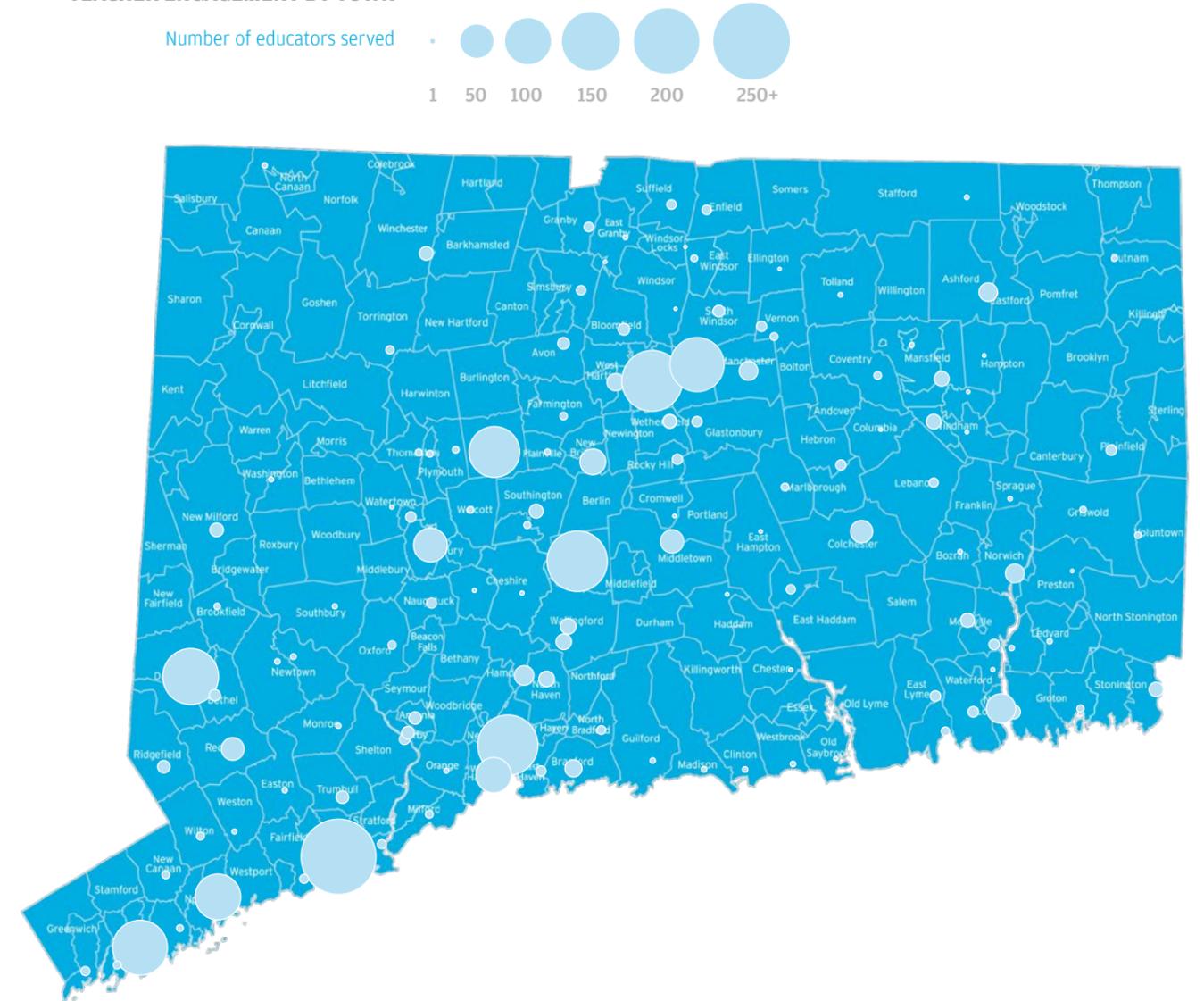
Through partnerships with Fund for Teachers, Lincoln Center Education, and DonorsChoose.org, we benefit hundreds of Connecticut educators every year by giving them resources to pursue their ideas and professional passions. Such efforts have helped educators across the state, supporting 2,244 educators in 505 schools across 139 Connecticut school districts.

139 DISTRICTS
505 SCHOOLS
904 TEACHER FELLOWSHIPS
2,922 FUNDED PROJECTS



Chris Passamano
Athletic Director,
Stamford High School

TEACHER ENGAGEMENT BY TOWN



With more than \$3.75 million in support from Dalio Philanthropies, 623 Connecticut teachers have pursued professional learning fellowships through **Fund for Teachers** (FFT) over the past four years. FFT fellowships enable teachers to travel, attend conferences, participate in specialized training programs, and conduct research in pursuit of self-directed continuing education. Teachers design every step in their fellowship journey, creating an experience that is uniquely tailored to their professional development needs as well as the targeted ways in which the fellowship will, in turn, benefit their students.

FFT fellowships have brought Connecticut teachers to 46 states across the country and 77 countries around the world since 2016, with projects resulting in new lessons covering topics ranging from climate change

in the Galapagos Islands to Cuban jazz. FFT fellows are encouraged to present their projects at their local schools and boards of education to extend the reach of what they have learned beyond their own classrooms, and to act as organizational ambassadors by taking part in convenings and encouraging other teachers to pursue their professional passions.

We also support an expansive professional learning opportunity for educators closer to home: Summer Forum at **Lincoln Center Education**, which brings Connecticut educators to New York City for a one-week conference offering experiential training in an Aesthetic Education Immersion curriculum. With approximately \$840,000 in Dalio Philanthropies' support, 243 Connecticut teachers have attended the Forum since 2015, including 89 educators in 2019.

The program is grounded in the Center's learning framework, the Capacities for Imaginative Thinking, and explores the habits of mind that enable artists to create their work. Educators attend live performances, visit museums, and learn from a wide range of keynote speakers.

To help meet educators' needs in the classroom, we also support **DonorsChoose.org**, an online platform where educators request funding for student experiences or special supplies. Since 2016, Dario Philanthropies has funded more than 2,922 projects proposed by 1,522 Connecticut teachers in more than 329 schools across more than 91 school districts in the state.

These projects have provided students with new books and art supplies, computers and tablets, and classroom furniture, and have supported field trips and other new experiential learning opportunities for students. One teacher from New Haven's Riverside Academy, for example, created a project requesting nets, chest waders, and an inflatable boat so that her students could use the West River as an outside classroom to collect and analyze water samples and aquatic organisms, exploring ideas for improving the water quality of the ecosystem.

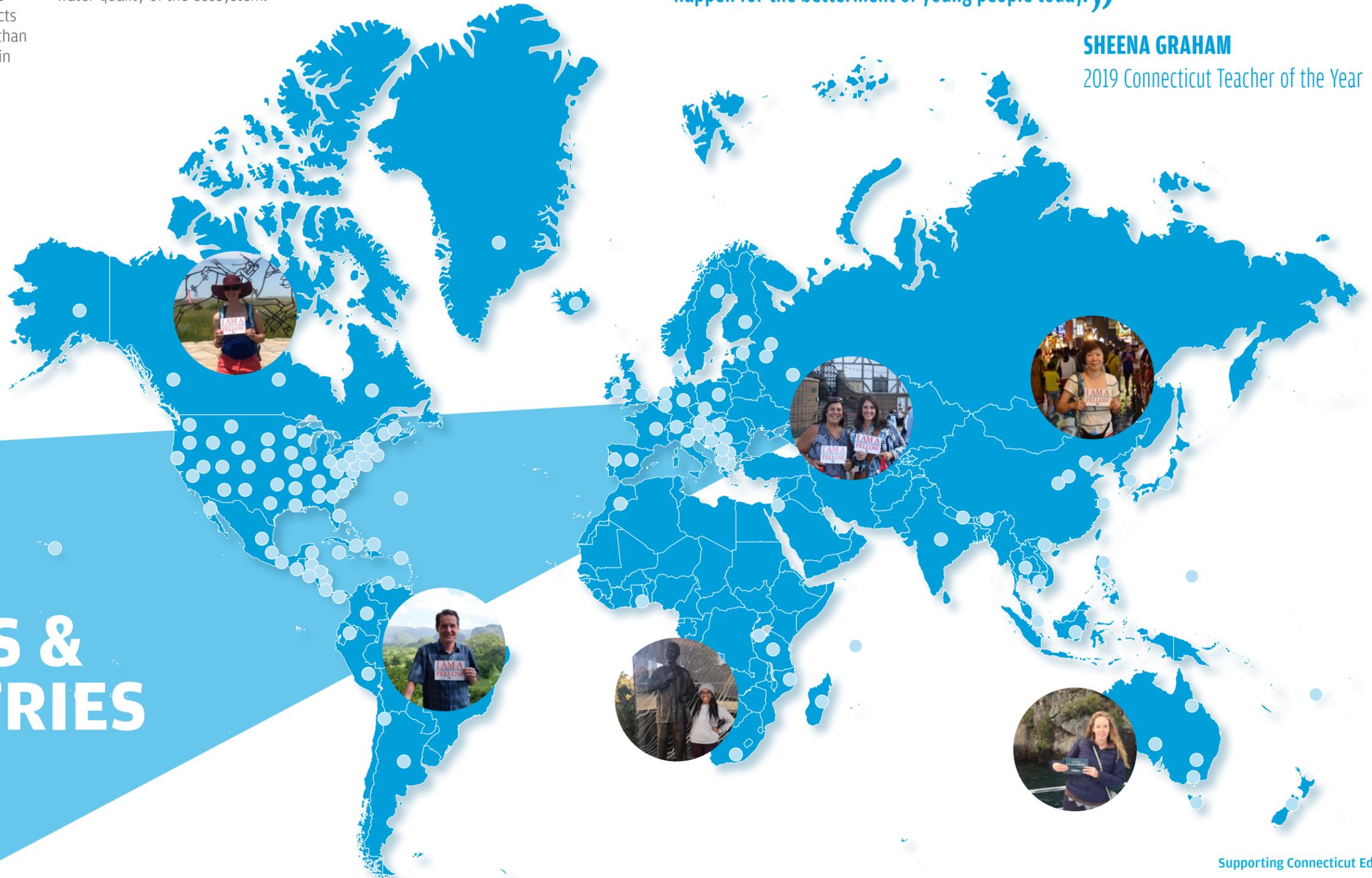
"The work that Dario Philanthropies is doing gives me hope for the future of education. Dario Philanthropies recognizes the value of listening to today's youth, the important role the community must play in any long-term success, and that educators are a necessary resource for creating the real change that needs to happen for the betterment of young people today."

SHEENA GRAHAM
2019 Connecticut Teacher of the Year

Fund for Teachers fellowships have brought Connecticut teachers to

**46 STATES &
77 COUNTRIES**

around the world since 2016.



Engaging Connecticut Youth

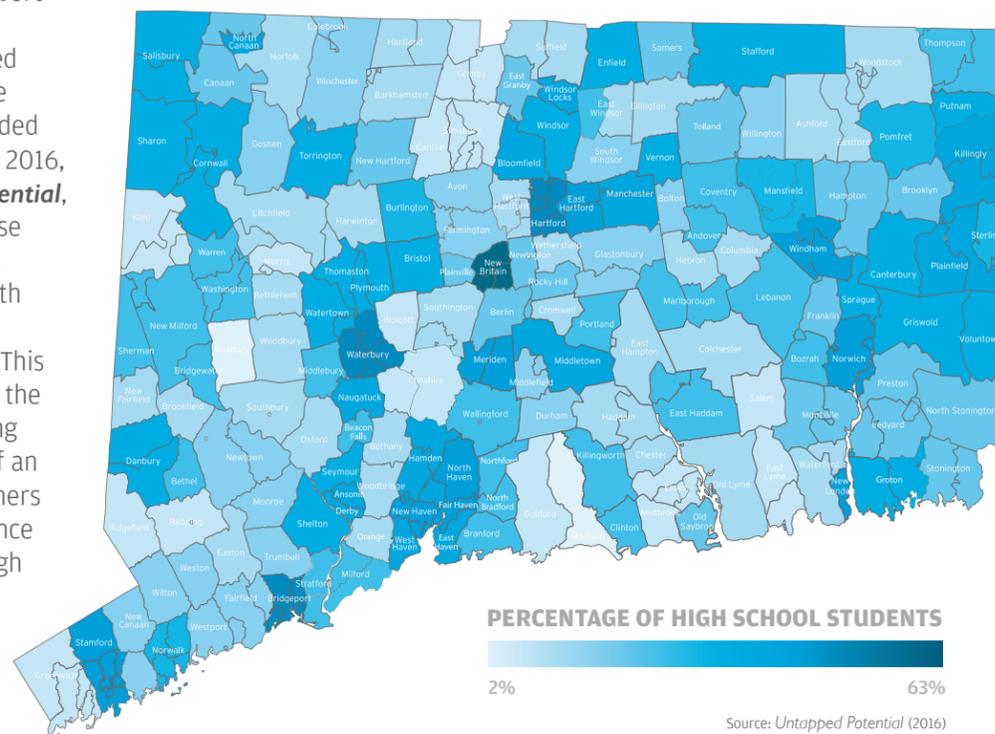
Our mission is motivated by a central question with broad ramifications: **What would it take to help all youth in Connecticut graduate from high school ready for the future?**

Connecticut's youth are joining an economy that demands skilled workers and critical thinkers, but far too few students achieve their post-secondary dreams. This gap between aspirations and attainment is especially pronounced in low-income communities and among students of color—in Connecticut's high-need school districts, for example, 23 percent of freshmen do not earn enough credits to progress to sophomore year on time, and 80 percent of juniors and seniors do not meet state benchmarks for college readiness.

We cannot succeed in engaging young people if we lack an understanding of their needs and experiences. So we support research to expand what we know about the barriers faced by Connecticut youth and the approach and resources needed to help students succeed. In 2016, we published *Untapped Potential*, a detailed exploration of these barriers as well as strategies for reconnecting students with purposeful opportunities for education and employment. This report revealed the scope of the challenge while also providing reason to see it as solvable if an inclusive community of partners works together to help advance young people's success in high school and beyond.

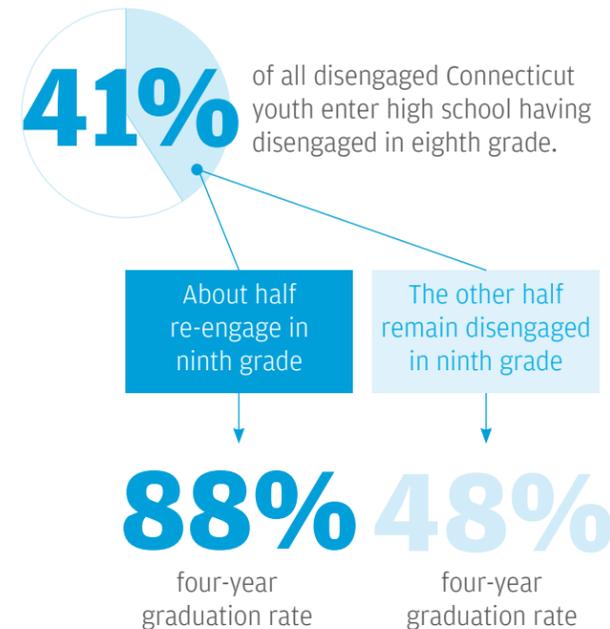
In looking closely at school enrollment and completion data throughout the state, *Untapped Potential* revealed that 39,000 high school-aged Connecticut youth—more than one in five—were less likely to graduate high school on time. These students were either disconnected and no longer enrolled in school or disengaged—still attending but showing one or more indicators of being at risk of dropping out, including chronic absenteeism, two or more course failures, or two or more suspensions. While nearly every district across the state was represented by this diverse group of students, the report also found multiple dimensions of demographic inequity: one in three were English language learners, and four out of five were low-income or minority students. Further, 113 school systems were each home to more than 50 disengaged or disconnected young people.

CONCENTRATION OF DISENGAGED AND DISCONNECTED YOUTH BY TOWN

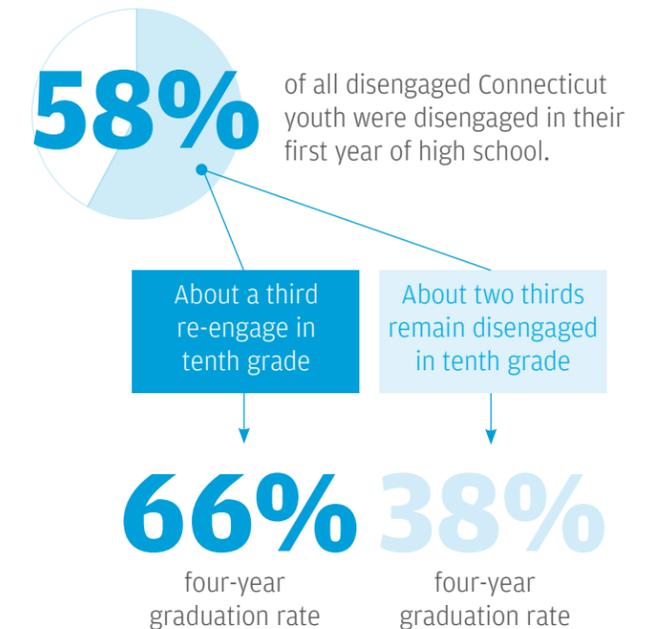


Source: *Untapped Potential* (2016)

THE POWER OF THE NINTH GRADE



TENTH GRADE IS NOT TOO LATE



Source: *Untapped Potential* (2016)

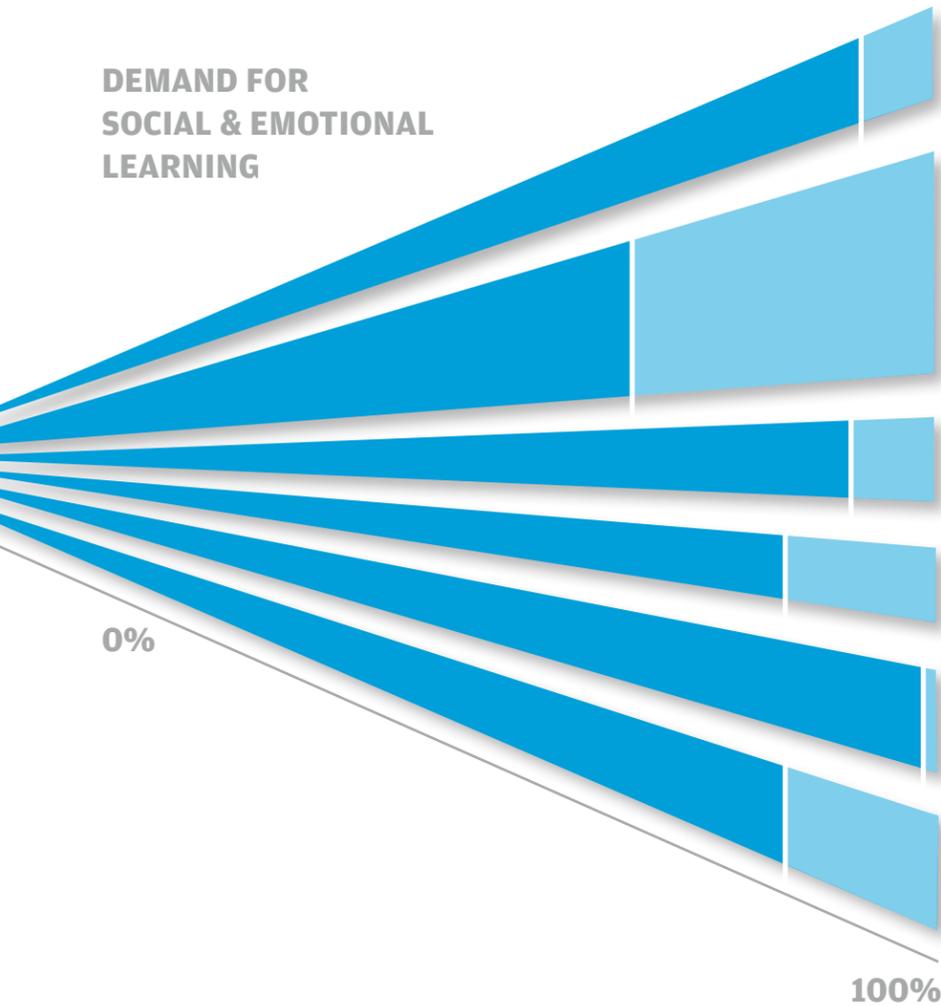
Untapped Potential details how Connecticut stands to benefit from connecting young people to success through the virtuous cycle that would be sparked, both for young people and the state as a whole: greater educational opportunities, higher employment, fewer individuals becoming involved with incarceration or addiction, healthier and more prosperous communities, and more rapid and sustainable economic growth. The report also identifies promising points of intervention—key moments in students' high school careers when schools and communities can intervene and almost double a student's chances of graduating.

Ninth grade offers a critical opportunity to help disengaged students reconnect. Students who are disengaged throughout ninth grade have a four-year graduation rate of only 48 percent; but freshmen who reconnect with school by improving their attendance

and academic performance and experiencing fewer disciplinary infractions have a four-year graduation rate of 88 percent. Even in the 10th grade, disengaged students who regain their footing have a four-year graduation rate of 66 percent, nearly double the 38 percent rate for students who remain disengaged throughout the 10th grade. The lesson is clear: **students of all ages and from all backgrounds can regain their footing and achieve success if provided with the right support to foster stronger school connections.**

But what form might this support take? How might we re-envision learning to meet students' holistic learning and developmental needs? To explore those questions, we look to *A Nation at Hope*, the culminating report of the **National Commission on Social, Emotional, and Academic Development.**

DEMAND FOR SOCIAL & EMOTIONAL LEARNING



More than nine in 10 parents think that schools have a role in reinforcing the development of what they typically call life skills.

At least two-thirds of current and recent high school students agree that attending a school focused on social and emotional learning would help improve their relationships with teachers and peers, their learning of academic material, and their preparation for college, career, and citizenship.

Nine out of 10 teachers believe social and emotional skills can be taught and benefit students.

Four in five teachers want more support to address students' social and emotional development.

Ninety-seven percent of principals believe a larger focus on social and emotional learning will improve students' academic achievement.

Eight in 10 employers say social and emotional skills are the most important to success and yet are also the hardest skills to find.

Source: *A Nation at Hope* (2019)

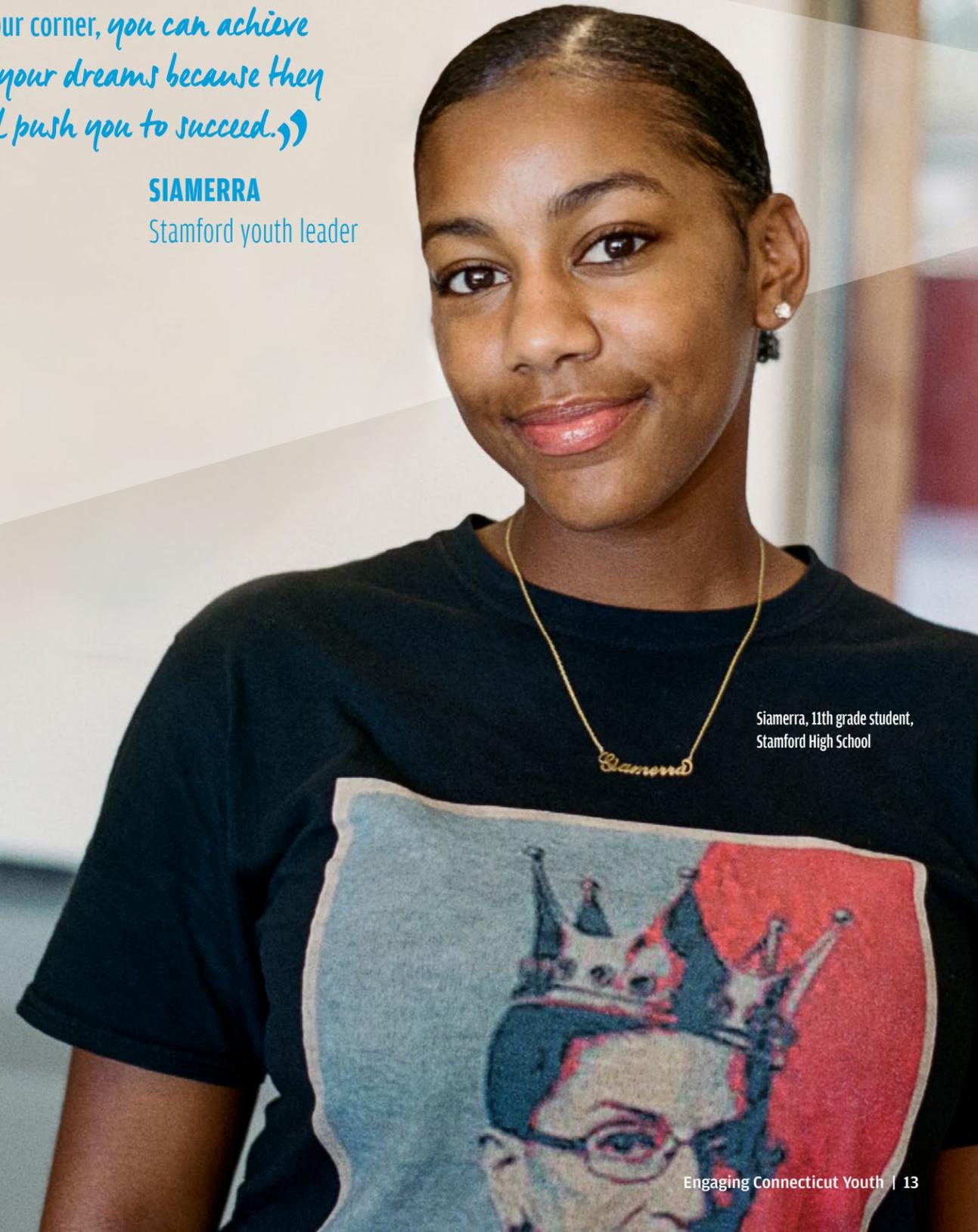
As a founding member of the SEAD Commission, we supported a two-year effort to explore opportunities for a more holistic approach to education, one that considers students' non-cognitive growth alongside goals for academic progress. The *A Nation at Hope* report spotlights promise and widespread interest in educating the whole child, including by teaching a broad range of non-cognitive skills, attitudes, and mindsets young people need to succeed at school and in life, such as collaborating with peers, persisting through a challenge, building positive relationships, and solving novel problems. Experience has shown that these components of social and emotional development can be taught and developed as part of a rigorous academic curriculum, with broad consensus that such instruction is essential to student success.

The research also revealed the critical importance of safe, supportive school environments, where meaningful relationships between educators and students create a strong foundation for growth.

We know that every student has tremendous potential, and research helps us to better understand the highest-impact opportunities for advancing young people's success. But everyone must work together if we are to re-imagine the youth experience in a meaningful way and better align resources to meet young people's needs. To help Connecticut's most resilient youth to graduate and succeed in their lives, we advance a multi-pronged strategy designed to build on the expertise of Connecticut's schools, non-profit organizations, and communities.

As long as you have a caring person in your corner, you can achieve all your dreams because they will push you to succeed.

SIAMERRA
Stamford youth leader

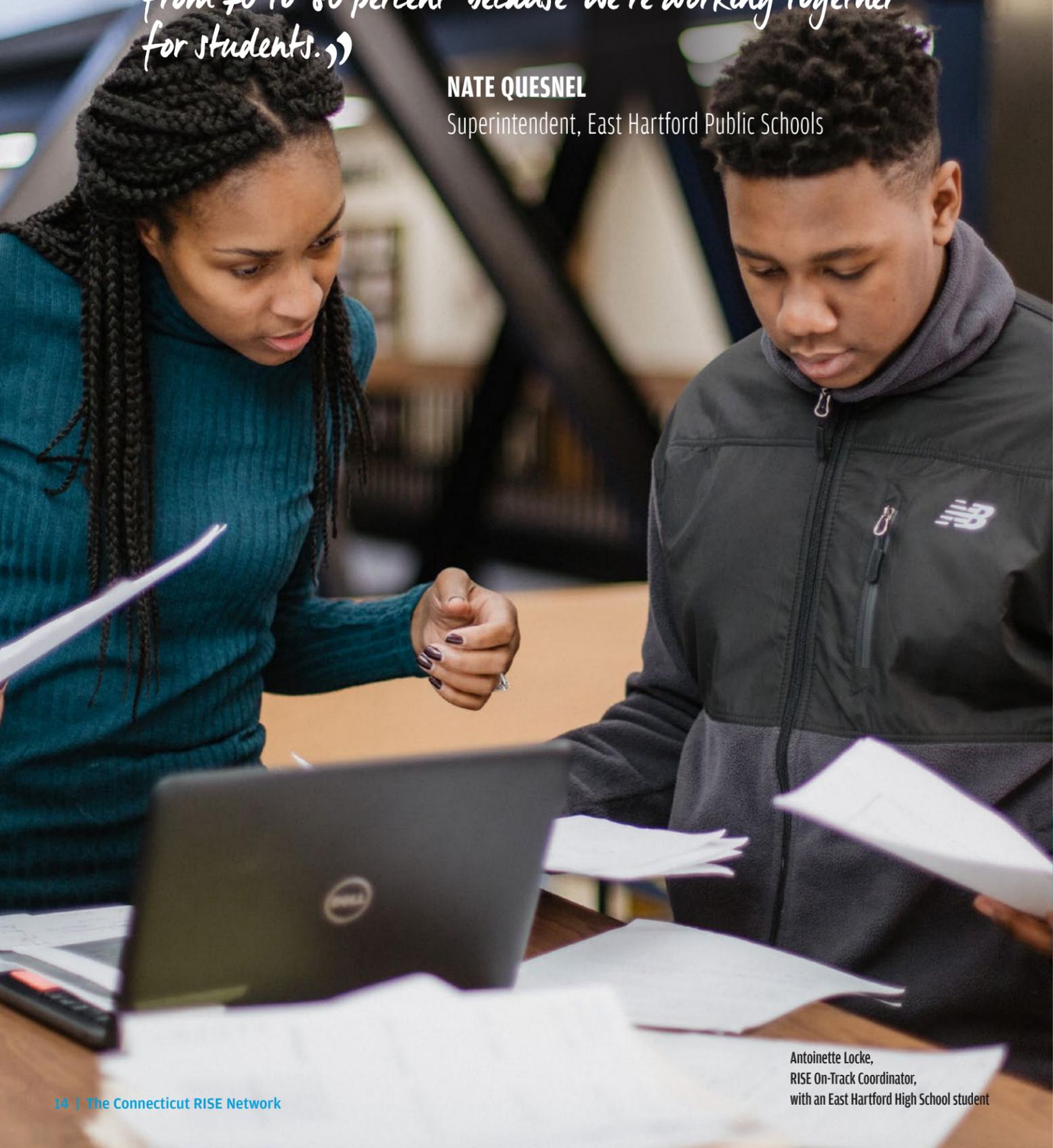


Siamerra, 11th grade student, Stamford High School

“The best predictor of whether a student will graduate from high school on time is their success in their freshman year. Across partner high schools since the RISE Network was launched, the percentage of on-track 9th grade students *has increased from 70 to 80 percent because we’re working together for students.*”

NATE QUESNEL

Superintendent, East Hartford Public Schools



Antoinette Locke,
RISE On-Track Coordinator,
with an East Hartford High School student

The Connecticut RISE Network

Working Together with Educators
and across Schools and Districts

Inspired by the potential of all students as well as the power and passion of educators who work tirelessly every day to support and engage young people, we co-founded the **Connecticut RISE Network** as a standalone non-profit organization in 2015-16. With \$17 million in Dario Philanthropies' support to date, the RISE initiative empowers educators to work together to achieve breakthrough results that can help all students realize and achieve their full potential. Started as a partnership between five high schools in East Hartford, Hartford, Meriden, and New Haven—which included more than 500 teachers and 5,600 students—RISE more than doubled in size in the fall of 2019 by expanding to five more high schools in Manchester, Middletown, Naugatuck, Norwalk, and Stamford, now reaching a total of more than 1,000 educators and more than 14,000 students.

As a community built by and for educators, RISE fosters collaboration through a variety of in-person convenings. Teachers, counselors, school leaders, and district administrators work together to advance the shared goals of helping all students achieve college, career, and life success. RISE data dashboards empower educators with access to the information and resources they need to help all students thrive. Educators design and pilot new ways to align personalized supports for students during critical moments and transitions, while also scaling strategies that improve student achievement by building on the power of the collaborative network and data tools.

RISE SCHOOLS, DISTRICTS, AND STUDENTS SERVED

East Hartford High School
East Hartford: 1,702

Hill Regional Career High School
New Haven: 649

Maloney High School
Meriden: 1,259

Platt High School
Meriden: 1,030

Hartford Public High School
Hartford: 1,228

Manchester High School
Manchester: 1,594

Middletown High School
Middletown: 1,349

Naugatuck High School
Naugatuck: 1,271

Westhill High School
Stamford: 2,262

Brien McMahon High School
Norwalk: 1,891

“I get to work with the future every single day, and the tools the RISE Network makes available help me support every kid, every day. I have access to the information and resources I need to see my students’ progress so that I know what to focus on to help them thrive.”

DAEMON BENJAMIN
RISE On-Track Coordinator

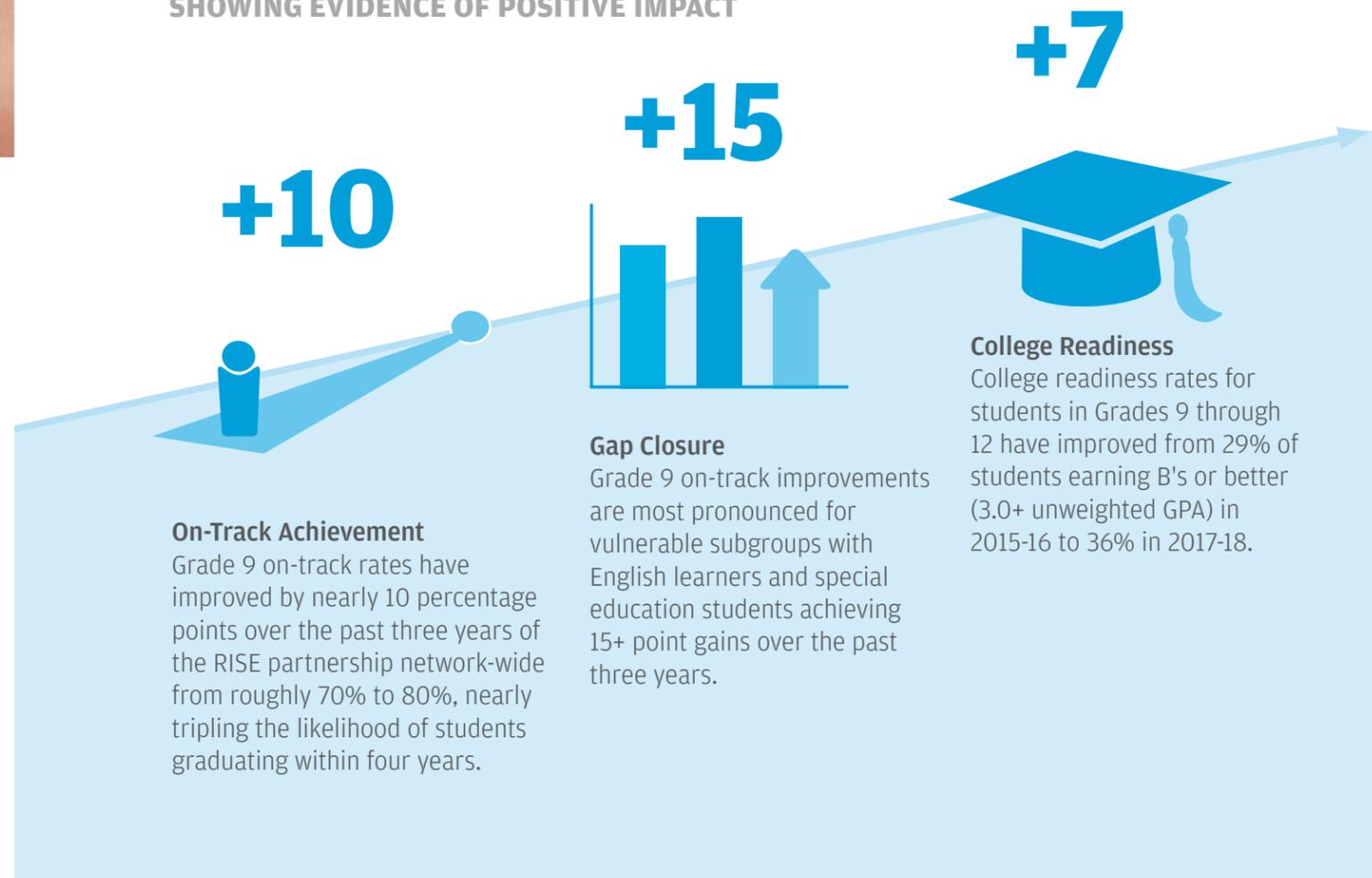


East Hartford High School student

“The RISE Network has been one of the best things that has ever happened to our school. They provide endless help and support along with opportunities for professional growth, information that helps us know how to better support our students, and the chance to collaborate with other dedicated educators who believe all of our young people can excel.”

LIZ MATTHEWS
English Teacher, Hartford Public High School

HIGH SCHOOLS IN THE RISE NETWORK ARE SHOWING EVIDENCE OF POSITIVE IMPACT



Rise by 5

During the first two years of the RISE Network collaboration, high school educators piloted and developed a set of five strategies now implemented network-wide to improve student outcomes:

- 1 On-track data teams** support educators with information, time, and tools to leverage their expertise. Collaborative team structures help schools meet the holistic needs of every student.
- 2 On-track coaching** opportunities engage all students in one-on-one goal-setting conferences. On-Track Coordinators support students through personalized and data-driven coaching.
- 3 Summer transition programs** offer meaningful opportunities to help students navigate transitions to high school and beyond, form strong relationships, and gain confidence and skills to achieve their goals.
- 4 College and career supports** build a culture of post-secondary success by creating meaningful opportunities in Grades 9 through 12 for students to develop and pursue their college and career goals.
- 5 Educator-inspired innovations** receive support from the RISE Innovation Fund through DonorsChoose.org, empowering educators to pilot ideas and share promising practices.

The Connecticut Opportunity Project

Working Together with Youth Development Experts and Non-Profits



Kervens (left) and Ryan,
11th grade students, Stamford High School

Young people who are disengaged or disconnected need support that extends far beyond the walls of a school building. Particularly for those young people who have dropped out of high school or who are at the highest risk for doing so based on multiple indicators of disengagement, there is a critical role for non-profit organizations to play in reaching them and helping them reconnect to education.

Youth-serving non-profit organizations work tirelessly to build connections with young people and understand their needs so they can help them work toward positive goals for their lives, but organizations must become high-performing if they are to deliver positive, long-term youth outcomes. To foster the development of high performance among Connecticut's non-profit

organizations, we designed the **Connecticut Opportunity Project**, an initiative with the mission to strengthen youth-serving organizations so they can positively impact young people who are disengaged or disconnected from high school and help them graduate and succeed in their lives.

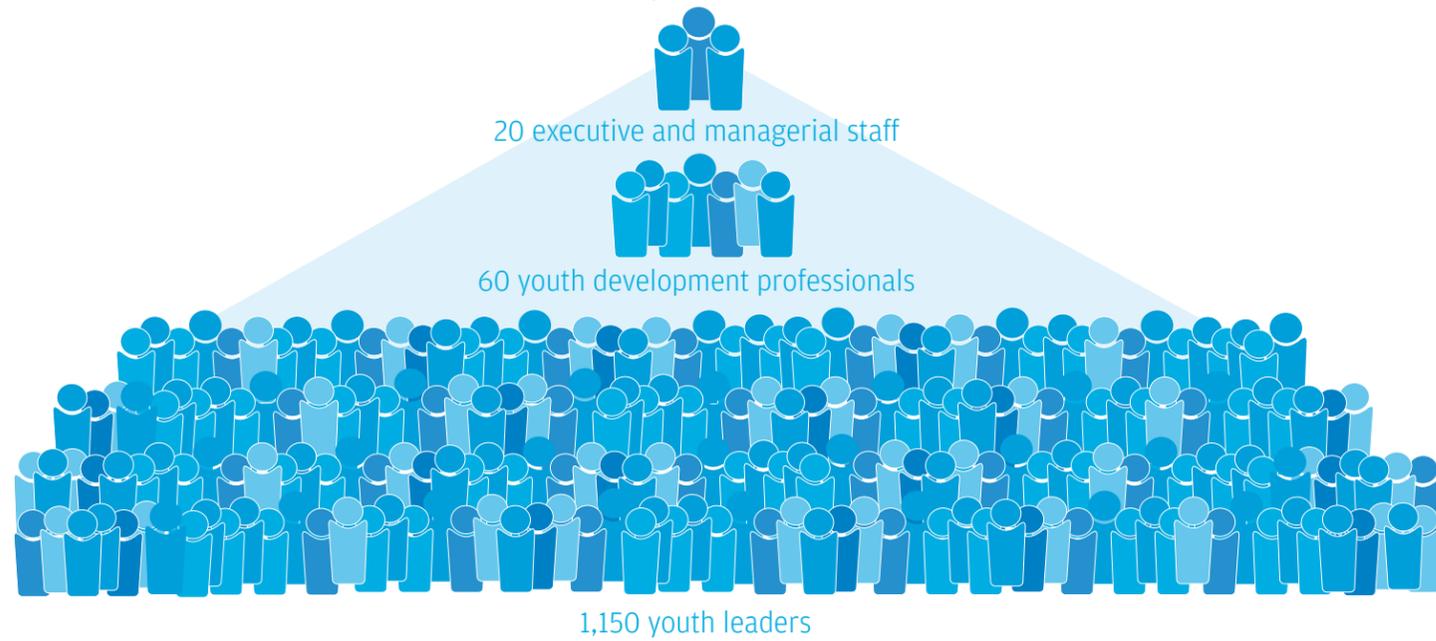
Through the Connecticut Opportunity Project, non-profit organizations that offer a responsive mix of intensive interventions to reach high school-aged youth are working together to strengthen their organizational capacities and competencies. Partners receive long-term, unrestricted grant dollars to fund organizational development combined with strategic thought partnership and access to networks of peers, experts, and best-in-class youth development organizations across the country.

“The Opportunity Project invests in the foundation of our organization—the data infrastructure, the staff training, all of the tools we need to make our programs successful—and then provides the added support that is helping us develop our toolkit in an excellent way so that we reach that next level of impact.”

JACKIE SANTIAGO

COMPASS Chief Executive Officer

**THE CONNECTICUT OPPORTUNITY PROJECT:
MORE THAN 1,200 PEOPLE STRONG**



Opportunity Project partners work to strengthen their governance, improve program quality, enhance staff support and training, ensure financial health and sustainability, and more—the essential building blocks of organizational capacity required to produce positive youth outcomes.

In Hartford, **COMPASS Youth Collaborative** provides case management, after-school programs, and intervention supports to high school-aged youth in crisis, such as those with a gang affiliation, a history of perpetrating violence, or previous involvement in the juvenile justice system. Through its Peacebuilders program, Youth Development Advisors are building strong, caring relationships with young people, helping to mediate conflicts, and supporting the development of positive habits.

Also based in Hartford, **Our Piece of the Pie** empowers youth ages 14 to 24 to develop skills and competencies to succeed in education and the workforce. Through the Hartford Youth Service Corps, a collaboration with the City of Hartford, Our Piece of the Pie has placed more than 750 youth in paid service-learning projects to actively restore their community.

Through these projects, young people have earned nearly \$3 million in wages while meeting real community needs in their own neighborhoods.

In Stamford, **Domus** offers programming such as the Domus Knights, which supports disengaged high school students through intensive one-to-one relationships, helping them to acquire the social and emotional skills, attitudes, and habits needed to graduate high school and succeed in college or career. Among students participating in the Domus Knights program, 84 percent were promoted on time to the next grade level in 2019.

Each of these partner organizations has an organization-wide strategy for producing youth outcomes and is developing the practices, systems, and processes required to deliver on that strategy. Partners regularly assess and refine their organizational capacity-building efforts based on the results they produce with young people, relative to specific metrics of success, so that over time, they become highly effective at driving positive, long-term youth outcomes effectively, reliably, demonstrably, and sustainably.

Destiny, Celines, and Abel
(from left to right), students at
Our Piece of the Pie's Opportunity Academy



Helping young people in Hartford and Connecticut get back on the right track to finish school and find meaningful employment is one of the most important ways we can build stronger communities with more opportunity for all.

LUKE BRONIN
Mayor of Hartford

The Partnership for Connecticut

Working Together with the Statewide Community

The mission of the **Partnership for Connecticut** is to connect disengaged and disconnected high school-aged youth to educational and career opportunities, and to support job creation in under-resourced communities through microfinance and social entrepreneurship. To succeed, we need to work together across traditional boundaries, drawing on the strength of our state's community organizations, business networks, and government leaders at all levels as well as our schools and non-profits. This collaborative, statewide approach is the foundation of the Partnership for Connecticut, which was established in summer 2019 by Dalio Philanthropies, Governor Ned Lamont, and a bipartisan group of legislative leaders.

A standalone non-profit organization, the Partnership has two primary objectives: to help young people ages 14 to 24 graduate from high school and connect to career opportunities, and to bring together individuals, organizations, and communities across the state to work for the

betterment of our common community. With 39,000 young people who are disengaged or disconnected in Connecticut, and the long-term economic benefit to the state projected to reach \$3 billion if we can re-engage at least half, the scope of the opportunity urgently demands a comprehensive response. The Partnership will measure the economic and societal benefits of its investments over time to demonstrate effective ways for helping educators, government and business leaders, and communities to expand their impact.

The Partnership is supported by public funds invested by the state, planned at \$20 million annually in each of the next five years, as well as \$100 million in matching funds from Dalio Philanthropies over that same time period, the largest known philanthropic donation to benefit the state in Connecticut's history. In addition, the Partnership hopes to raise another \$100 million from other sources of support within five years.

“The Partnership for Connecticut is an innovative, unparalleled opportunity for our state to work together in a new, collaborative way in pursuit of a shared mission. Together, we can help all of our state's young people achieve their greatest potential and make our state the best it can be.”

NED LAMONT
Governor of Connecticut

Chief Newsome, Hartford youth leader

The governing board overseeing the Partnership includes Governor Ned Lamont and Barbara Dalio; the bipartisan legislative leaders of Connecticut's Senate and House of Representatives; and educators and other citizen leaders appointed by Governor Lamont and Dalio Philanthropies based on their integrity and experience in public education, youth development, workforce development, philanthropy, or community enterprise development. And in the same approach that inspired Dalio Philanthropies' very first efforts to support young people in Connecticut, the Partnership will regularly engage with stakeholders across the statewide community to listen, to learn about priorities, and to brainstorm how to best achieve the Partnership's mission and goals.

The Partnership's leaders and stakeholders are united by shared beliefs and a common vision. The potential represented by tens of thousands of young people in need of support and opportunity is exceptional. With the right support, young people at risk of falling behind can re-engage and persist in their schoolwork and enter the workforce prepared to succeed. Through microfinance and social entrepreneurship, communities can create jobs. We can improve individual trajectories, spark economic activity in communities, and help our entire state to thrive, creating a brighter future, together.

Stay Connected

Visit us online to learn more about our initiatives and sign up for our email newsletters to receive updates. And follow us on Twitter for the latest news and to share your ideas with us!

Through Dalio Education Initiatives, Dalio Philanthropies works to strengthen public education in Connecticut by collaborating with schools, non-profit organizations, and communities to achieve positive outcomes and greater equity across the state.

▶ daliophilanthropies.org | [@DalioEducation](https://twitter.com/DalioEducation)

The mission of the RISE Network is to empower educators to achieve breakthrough results, helping all students realize and achieve their full potential.

▶ ctrise.org | [@ctrisenetwork](https://twitter.com/ctrisenetwork)

The mission of the Connecticut Opportunity Project is to strengthen youth-serving organizations so they can positively impact young people who are disengaged or disconnected from high school and help them graduate and succeed in their lives.

▶ ctopportunityproject.org | [@ctopportunity](https://twitter.com/ctopportunity)

The mission of the Partnership for Connecticut is to expand upward mobility in Connecticut by connecting disengaged and disconnected high school-aged youth to educational and career opportunities, and by supporting economic development in under-resourced communities through microfinance and social entrepreneurship.

▶ connecticutpartnership.org | [@partnershipCT](https://twitter.com/partnershipCT)

To learn more about the needs and opportunities involving youth who are disengaged or disconnected from high school, read *Untapped Potential: Engaging all Connecticut Youth*.

▶ untappedpotentialCT.org



Dalio Philanthropies



Kally Moquete, Director of Peacebuilder Operations and Programming (left), and Janice Cherena, Youth Development Advisor (Peacebuilders), COMPASS Youth Collaborative

*By working together, we can
draw on the power of collective
expertise to turn success for
one student into a strategy for
success for all.*

