



TAUCK  
FAMILY  
FOUNDATION

**Social Investing Guidelines**

February 2018

**Our Mission**

To invest in organizations and initiatives that equip the children of Bridgeport, Connecticut with the necessary social and emotional skills to thrive academically and in life.

**Our Vision**

For children in Bridgeport, Connecticut to be empowered and successful in their education and reach their full potential.

**Our Theory of Change**

To invest long-term in organizations that support the holistic development of Bridgeport's children. We strengthen our non-profit investees' capacity to improve learning environments and foster the social and emotional skills in children that contribute to well-being and academic success. Our approach includes multi-year general operating support, targeted capacity building support, collaborative partnerships, and knowledge building and sharing.

**Results We Seek From Our Investments**

The Foundation recognizes the importance of the following five social and emotional skills as critical to student success:

- Self-control
- Persistence
- Mastery orientation to learning
- Academic self-efficacy
- Social competence

These skills have been found by [experts](#) to be malleable, and strongly related to a range of positive outcomes, including academic achievement and school engagement. However, we support our investees' commitment to additional research-informed social and emotional skills, competencies, and approaches that lead to positive child outcomes. We are flexible in what research or evidence-based and culturally responsive social and emotional learning (SEL) approaches, programs, or curriculum our investees use. These efforts should have a high likelihood of achieving intended outcomes and be a mechanism for achieving the child outcomes we believe to be most critical.

We seek the following outcomes from our investments:

***Investee Organizations and Initiatives:***

- Strengthen organizational outcomes in the areas of Strategic Leadership and Planning; Outcomes-Focused Management; Performance Management; and Program Quality, Fidelity, and Effectiveness.

***Early Childhood to Middle School Students in Bridgeport:***

- Are equipped with and utilize developmentally-appropriate social and emotional skills, making it easier for them to attend school, learn, and better handle relationships and circumstances.

***Family Members in Bridgeport:***

- Successfully use social and emotional skills for themselves, with their children, and with school partners.
- Adopt a learning mindset and habits that continuously support each family members' social and emotional growth.

***Educators in Bridgeport:***

- Successfully use social and emotional skills for themselves, with peers, with their students, and with families.
- Can confirm their students are attending school regularly, demonstrating pro-social behaviors, and are improving academically.

***District, School, and Nonprofit Leaders in Bridgeport:***

- Model social and emotional skills, advance policies, practices, and resources that strengthen their organizations, and integrate SEL into core curriculum, classrooms, and family engagement.
- Can confirm SEL is contributing to improvements in school climate, attendance, reduced disciplinary issues, and increased academic performance.

*Please see the Foundation's Strategic Logic Model and Strategic Impact Map below.*

**Investment Approach**

In 2018-2023, our social investing approach includes:

- Investing in a small number of organizations and initiatives over multiple years.
- Structuring investments to strengthen organizations and initiatives, and to enhance their ability to provide effective services reliably and sustainably at high levels of quality.
- Tracking performance and providing capacity building/technical assistance supports, empowering these organizations and initiatives to succeed in supporting the children they serve and achieve selected outcomes.
- Partnering deeply and transparently, with humility and a learning and growth mindset, while supporting our investees to stay focused on achieving their respective missions.
- Working with investees to build reliable revenue streams that will support them sustainably.

## Structure of Investments

We recognize that all organizations are at varying stages in their life cycle, including at varying capacities to create the conditions for SEL implementation and achieve SEL-related outcomes within their organizations. Thus, the Foundation first works with investees to set and implement SMART goals toward strengthening their organizational capacity so that they are, in turn, better able to implement successful SEL approaches or program(s) that lead to improved child outcomes. Please see the *Organizational Capacity Building Domains* section below which outlines the domains for which the Foundation provides targeted capacity building support. Throughout the three-to-five-year partnership, the Foundation works with investees to monitor progress toward organizational and child outcomes against mutually established goals.

The Tauck Family Foundation will make the following investments in each investee during each year of the three-to-five-year partnership:

- \$25,000 to \$150,000/year in general operating support (determined on a case-by-case and year-by-year basis, based on organizational budget, size, and funding needs).
- \$10,000 to \$100,000/year in targeted capacity building support in the areas of Strategic Leadership and Planning; Outcomes-Focused Management; Performance Management; and Program Quality, Fidelity, and Effectiveness, based on mutually agreed upon capacity building goals and organization/initiative's ability to absorb and/or carry out capacity building efforts.

The Foundation provides opportunities for investee organizations/initiatives to:

- Collaborate with leading and well-respected experts to strengthen organizational and SEL-related outcomes.
- Learn from and share best practices with peer Tauck Family Foundation investees and other organizations carrying out similar work.

## Organizational Capacity Building Domains

The Foundation provides targeted capacity building support to its investees to strengthen the organization/initiative and achieve intended outcomes so that they are then better able to implement successful SEL approaches or program(s) that lead to improved child outcomes. The Foundation invests in four organizational capacity building domains:

- **Strategic Leadership and Planning:** *developing outstanding organizational leaders (executive and Board) to stay focused on the core mission, maintain management practices that promote quality, drive program effectiveness, hold staff and managers accountable for results, and ensure financial health and sustainability. The Foundation supports its investees to develop or re-invest in strong missions with clear target populations, operational theories of change, and executable goals.*
- **Outcomes-Focused Management:** *supporting organizations to develop and maintain clear performance standards, and agreed-upon outcome measurements, that they monitor and use to understand and improve staff performance. The Foundation supports organizations to develop sufficient depth so that managers have the appropriate scope and scale of authority to ensure that front line staff deliver services at high levels of performance.*

- **Performance Management:** *supporting organizations to monitor and utilize data in managing their performance for continuous improvement purposes, so that they can drive towards better outcomes for the children and other stakeholders they serve. This means developing systems for both day-to-day and strategic data collection, interpretation, and use.*
- **Program Quality, Fidelity, and Effectiveness:** *ensuring that each organization has a strategic, structured programming approach, a culture that values learning, clear implementation and performance standards, systematic methods to measure implementation and performance standards, a responsive approach to progress monitoring, and can be relied on to deliver services at high levels of quality and fidelity. We work with organizations to align core programming around elements that research has shown are effective in children’s achievement of social and emotional outcomes.*

### Operating Principles

We define ourselves as social investors and are interested in creating the highest return for the investments we make. Given this focus, the Tauck Family Foundation reviews each proposal with the following overarching questions in mind:

1. **How is success defined? What are the expected results from this proposed investment and how will results be measured for all stakeholders served?** Results are outcomes achieved as a direct result of the capacity building efforts implemented by the organization or initiative.
2. **How likely is it that the results can be achieved?** Our focus is on factors such as past success of the organization or initiative and its programs, developmental-appropriateness and validity of key program approaches, a demonstrable commitment to the social and emotional wellbeing and academic success of students, and strong organizational leadership.
3. **Is the organization or initiative committed to working toward the *Seven Pillars of High Performance from the Leap Ambassadors’ Performance Imperative*?** High performance is the ability to deliver - over a prolonged period - meaningful, measurable, and financially sustainable results for the people or causes the organization or initiative is in existence to serve.

### Social Investing Values

In determining our investments, the Tauck Family Foundation also seeks to work with investees who are aligned with our social investing values. Specifically, they:

- Recognize the importance of SEL to students’ long-term wellbeing and academic success, including the five skills the Foundation has identified as critical.
- Have (or seek to develop) a robust, assets-based strategy for meaningful family engagement and partnership, including: building personal relationships with families; keeping families well-informed about their children’s progress; modeling high quality learning practices; learning from families about their children’s interests and challenges; and being culturally responsive.
- Value and strengthen diversity, equity, and inclusion in all aspects of their work.
- Ensure that leadership, staff, and activities are culturally responsive, and affirm students’ diverse cultures, background, and experiences.
- Recognize the importance of and foster positive, nurturing, and trusting student-student/child-child, adult-student/adult-child, and adult-adult relationships, sense of belonging, and learning environments.

- Create (or seek to create) assets-oriented learning environments in which children and adults who work with them feel socially accepted, emotionally safe, and generally supported.
- Support adult social and emotional wellbeing, including teachers, administrators, and parents/caregivers.
- Provide (or seek to provide) opportunities for teachers, children, and families to voice and influence systemic changes in the conditions beyond their control that are affecting the social and emotional health of their school communities.
- Have (or seek to have) in place a whole child approach, focusing on the strengths of the Bridgeport community (students, families, educators, local leaders, etc.).
- Recognize the importance of involving the entire community to provide comprehensive support that is based on students' unique strengths, needs, and contexts.
- Are open to change and improvement, have a growth mindset about all endeavors, and use and value data for continuous improvement and performance management purposes.
- Are willing to work in collaborative partnership with the Foundation toward shared goals.

### **Expectations and Requirements of Investees**

The Foundation's social investing approach is intentional, thorough, thoughtful, and rigorous, as are expectations for our partners, particularly as we work toward achieving mutually agreed upon goals within a three-to-five-year timeframe. Our requirements help organizations/initiatives develop quarterly milestones to achieve outcomes they are seeking and also serve as progress monitoring tools to help organizations/initiatives stay on track to reach intended outcomes. The following documents/activities are required as a Tauck Family Foundation Investee:

1. Annual capacity building plan with SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals.
2. Annual focus groups, held on a mutually agreeable day each spring, conducted by Foundation staff and involving staff from across the investee organization or initiative.
3. Annual [Impact Capacity Self-Assessment](#) (iCAT).
4. Quarterly 60-minute check-in meetings with key leadership staff to discuss progress toward capacity building goals.
5. Annual grant report, including the organization or initiative's data dashboard, budget, 990 tax return, and audited financial statements.
6. Use of developmentally-appropriate, valid, and reliable formative social and emotional assessment tools.
7. Attendance at annual investee cohort gatherings (1-2 times/year).

For more information about the Tauck Family Foundation and our social investing approach, please visit [www.tauckfamilyfoundation.org](http://www.tauckfamilyfoundation.org).



## Strategic Logic Model

### Invests

Tauk Family Foundation makes the following investments in a select number of organizations and initiatives:



### Yields

*More Immediate Results.* Investees strengthen their organizational outcomes in the following domains:



### Produces

*Intermediate Results.* Improved child outcomes through the development of social and emotional skills:



### Creates the Conditions for

*Ultimate Results.* Bridgeport students thrive academically and in life.

**Tauck Family Foundation  
Strategic Impact Map**

