

Angela K. Frusciante, MRP, PhD
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Education

Doctor of Philosophy

December 2004

University of Maryland - College Park, MD

Education Policy, Planning and Administration -- Social Foundations of Education Program

Focus: **Knowledge construction in foundation funded social and policy change initiatives;** social foundations and contexts of educational practice; socio-political approaches for understanding community intersections with schooling; qualitative research design and methods.

Honors:

- EDPL faculty appreciation for participation in NCATE program accreditation process, 2003.
- University Council for Educational Administration / National Graduate Research Seminar, 2001.
- Center for Teaching Excellence Distinguished Teaching Assistant, University of Maryland, 1998.
- American Education Research Association /Spencer Foundation Doctoral Research Fellowship, 1998.
- Graduate School Recruitment Fellowship, University of Maryland, 1994 - 1996.

Masters in Regional Planning

February 1995

University of Massachusetts - Amherst, MA

Department of Landscape Architecture and Regional Planning

Focus: Community learning within an urban public high school.

Honors: American Institute of Certified Planners (AICP) Planning Student Award, 1994.

Bachelor of Science in Interior Design

December 1990

University of Bridgeport - Bridgeport, CT

Department of Industrial and Interior Design

Focus: Design for community education facilities. Included studies through Wells College at the Lorenzo d' Medici School of Art in Florence, Italy.

Honors: Biber Office Design Award, 1990.

Student Professional Service and Committees

- Volunteer academic advisor for undergraduate students at the University of Maryland (1998)
- Executive Committee Member, Graduate Student Association (GSA) -- Department of Education Policy, Planning and Administration (EDPA) -- University of Maryland (1996 – 1998).
- Founder and chair, EDPA GSA Community Service and Professional development committees -- University of Maryland (1997).
- Student member, Faculty Search Committee, Department of Landscape Architecture and Regional Planning -- University of Massachusetts (1993).
- President, American Society of Interior Design (ASID), Student Chapter (1990).

Continuing Training and Leadership Development

- BD101 – Beyond Diversity Intensive Training (2018)
- Council on Foundations Career Pathways Program (2012-13).
- Council on Foundations Essential Skills and Strategies for New Grantmakers (2010).
- Interaction Institute for Social Change training in facilitative leadership (2008).
- Neighborhood Reinvestment Corporation nonprofit leadership development (1996).
- Foundation Center (Washington, DC branch) training in grant research (1994).

Professional Experience

Principal Knowledge Designs to Change, LLC

January 2016 - present

Founded research/strategy consulting firm to support civic sector initiatives, strengthen philanthropic investment in civic engagement and equity; deepen and promote socio-political understandings of change; and build an equity-focused approach to knowledge development as integrated with change leadership.

Created **CTCivic.net** “a people’s think tank” a statewide change initiative to advance understandings and practice at the intersection of civic engagement, democracy and equity.

Professional Membership/Service:

- National Coalition of Independent Scholars (NCIS)
- Urban Research-Based Action Network (URBAN) – National and Hartford Region
- Association of Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
- Ongoing reviewer for various journals including the Foundation Review Journal

Knowledge Development Officer William Caspar Graustein Memorial Fund Hamden, CT

January 2008- December 2015

Leadership: Conceptualized and facilitated the knowledge development approach of a family foundation (with assets of \$100 million and a \$7 million annual investment.)

Functional responsibility: Designed and managed organizational learning approach, management systems, program development support, network learning, and research in the areas of philanthropy, and education.

Management and operation responsibility: Member of the senior management team contributing to strategy development and implementation, budget processes and continuous organizational improvement including guiding the learning agenda engaging staff and board.

Investment portfolio: Conceptualized and managed external research and evaluation grants, contracts and memoranda of understandings to support individual and funder/university/community learning partnerships; stewarding funds averaging \$250,000 annually.

Professional Service:

- Grantmakers for Effective Organizations Collaboration Conference committee, 2015.
- FSG/Aspen Institute *Collective Impact* advisory board with emphasis on raising community voice and issues of structural inequity within the development of a national funder community of practice.
- Member of the local advisory committee for the 2013 conference of the Association for Research on Nonprofit Organization and Voluntary Action (ARNOVA)
- Founded and chaired the special interest group on “Educational Issues and Intersections” for ARNOVA.

Honors: Participated, as one of eleven people, selected for the 2012-2013 national cohort of the Council on Foundations *Career Pathways Program*; a year-long program to increase diversity in philanthropic leadership.

Adjunct Graduate Faculty Psychology Department / Community Psychology Program University of New Haven -- New Haven, CT

April –July 2010

Designed and conducted a special topics masters course on grant strategies. Student teams provided fund development services to five Connecticut nonprofit organizations.

Visiting Assistant Professor August 2007 – December 2008
Assistant Professor (tenure track with associate graduate faculty status) August 2006 - August 2007
and Coordinator of Urban Studies Program
 Department of Urban and Regional Planning /School of Policy and Planning
 Jackson State University -- Jackson, MS

Research and Teaching:

Principal investigator on \$5,000 William Caspar Graustein Memorial Fund grant for urban scholar in residence program in Bridgeport, Connecticut. Principal investigator on \$4,000 JSU grant to develop course for undergraduate urban studies program. Student evaluations of my instruction rated higher than the averages for the department, college, and university. Directed four masters student poster presentations for first time department student participation in national professional association conference. -- **JSU Office of Academic Affairs Outstanding Achievement Award for first year student advising.**

Departmental and University Service:

Coordinated undergraduate urban studies program including redesign of urban studies curriculum with multi-disciplinary focus and as a pipeline for black students into masters programs in urban planning; Advising of undergraduate students; High school promotional materials and recruiting; Supervision of undergraduate faculty and work study students; Coordination of sections of departmental self-study report for national accreditation – **Dept. accreditation awarded 2010.**

Department student financial awards committee (chair); Department undergraduate urban studies committee (chair); College Associate Dean search (member); Department admission committee (member); Department comprehensive exam committee (member).

Instructor / English 12 September 2005-May 2006
 Evening Program -- Accredited High School
 Adult Education Department – Bridgeport, CT

Designed and conducted senior-level high school English course for adults seeking an accredited diploma. Engaged students in occupational research and provided opportunities for skill-building in the areas of grammar, group discussion, presentation, critical thinking, information gathering, written communication and career action planning.

Substitute High School Teacher (Long-Term) September – June 2006
 Central High School – Bridgeport, CT

Substitute for all high school grades and academic subjects from special education to magnet classes with a multi month placement in a sophomore English class. Duties included administering Connecticut state standardized tests. Created and implemented after school volunteer activity of a “scholar in residence” program where I involved six students in the research, writing and publishing of encyclopedia entries and increased research and writing skills along with understanding of social contexts.

Consulting on Curriculum/Program Evaluation September 1995 – December 2004
Managance Consulting, Silver Spring, MD

Provided comments on evaluation curriculum to be used in training for social service and community development executives, their staff, and boards. Participated in grant-writing for providing evaluation services to social service and leadership training organizations.

The New Teacher Project, Washington, DC

Provided consultation on distance learning potential and the use of online technology (WebCT platform) for teacher leadership courses. This involved collaborating with the program manager and curriculum designers to adapt teacher-leadership curriculum to an online format, providing the technical support to convert materials to

the appropriate format, and designing rubrics for program staff and affiliated teachers to engage in formative evaluation.

Adams and Associates, Silver Spring, MD

Supported the strengthening of research findings of a multi-year leadership development project. This involved providing literature searches on issues of leadership development during organizational transition.

JLH Associates, Upper Marlboro, MD

Conducted the summative evaluation of a leadership development program designed to support executives in nonprofit organizations and improve executive and board relations. This involved designing, conducting, and reporting on a leadership services survey. In a separate project, I also provided background literature materials related to adult educational theory in order to support ongoing training services in organizational development.

Center for Social Research, Silver Spring, MD

Provided the director and staff of a national evaluation firm with a developmental session on principles of qualitative research approaches and the potential use of these approaches in evaluating social initiatives.

Teaching Assistant / Qualitative Research Methods

January 2001-December 2003

Department of Education Policy, Planning, and Administration
University of Maryland -- College Park, MD

Provided website management for online component of graduate-level research methods courses and designed and conducted WebCt introductory training for students. Led group discussions, facilitating online dialogue, and meeting with individual students about research proposal development. Designed and conducted modules related to various research topics including: concept mapping, action research, research ethics, and data analysis.

Academic Program Assistant

January 2001- June 2004

Organizational Leadership and Policy Studies
Department of Education Policy and Leadership
University of Maryland -- College Park, MD

Worked with Dr. Hanne B. Mawhinney in support of her roles as scholar, outreach director, president of a national Politics of Education Association and department area director. In relation to scholarship, conducted literature searches, assisted in report writing on issues of educational leadership, coordinated grant proposal processing through the university system, and assisted in grant-writing. In relation to outreach and service, provided administrative support for outreach programming for statewide educational leaders and supported membership tracking of the national professional association. In relation to program area direction, assisted in coordination of faculty searches and distribution of faculty meeting materials. Participated in the design and coordination of a system for processing program applications and provided student contact for purposes of recruitment and admissions review. Provided database design, tracking, and analysis of student admissions and enrollment data for various program planning activities and internal and external reviews, including NCATE accreditation of masters and doctoral level educational leadership programming.

Research Fellow -- Evaluation

April 2000 - September 2000

Fannie Mae Foundation – Washington, DC

Fulfilling a term position in evaluation, drafted an internal scan of grant-making. Transformed a conceptual framework into data collection tools for evaluating community college programming and designed initial case study guidelines for a national university-community partnership program.

Coordinator of Evaluation Research (9/99-6/00)

August 1998 - June 2000

Research Associate (9/98-9/99)

James Macgregor Burns Academy of Leadership
University of Maryland -- College Park, MD

Coordinated the development of evaluation activities across education, training, and research departments of the organization. Worked with directors and staff in understanding evaluation processes and tools, coordinating the design and development of tools, and assisting program teams in conducting and analyzing data related to leadership development programming. Coordinated a team-data collection process for an environmental scan of leadership programming needs. As part of an outreach effort, staffed a committee to design a preliminary evaluation framework and worked with graduate students to collect data for The *Maryland Community Partnership*, an initiative to involve university faculty in interdisciplinary collaboration targeting local social and economic development.

Research Assistant

June 1998 - August 1998

Department of Urban Studies and Planning
University of Maryland -- College Park, MD

Contributed to a collaboration between the university and a grassroots community task- force interested in urban education reform. Gathered background information on community-school approaches and assisted in conceptualizing a program structure and writing a grant to secure funds for educational reform.

Instructor / Social Foundations of Education

August 1997 - June 1998

Department of Education Policy, Planning, and Administration
University of Maryland -- College Park, MD

Awarded University of Maryland, Center for Teaching Excellence award.

Designed and conducted senior-level undergraduate course with an emphasis on disciplinary perspectives. The curriculum focused on encouraging students to: explore the historical, social, and philosophical foundations of educational practice; construct questions consistent with disciplinary perspectives; reflect on their own experiences and ideas of professional responsibilities and challenges; develop analytic and qualitative fieldwork skills; engage in individual, partner, and collaborative projects; and formulate visions and strategic plans for their professional goals.

Research Assistant

August 1996 - June 1998

Department of Education Policy, Planning, and Administration
University of Maryland -- College Park, MD

Worked with faculty members to gather background data through policy documentation and literature reviews in the areas of state systems reform policies and multi-level efforts of interagency collaboration and coordinated services.

Research Analyst

June 1995 - March 1997

Community Development Leadership Project
Neighborhood Reinvestment Corporation -- Washington, DC

Participated in the design and implementation of qualitative evaluation components of Neighborhood Reinvestment's *Leadership for Healthy Communities* project, a pilot project initiated to develop leadership support services for nonprofit organizations. Designed a series of services surveys and conducted interviews with participants. Authored a series of reports on lessons of executive and board relations and collaborated in research design, implementation, analysis, and reporting of studies on transition processes.

Research Analyst

October 1994 - August 1995

Center for Social Research -- Silver Spring, MD

Provided the impetus for the organization's first qualitative evaluation of a social program. This involved conceptualizing the evaluative design and conducting the study of a foundation funded prison aftercare program in Detroit. The study included review of program documentation and quantitative data, on-site observation and interviewing of program staff, participants, and public officials to understand the impact of the program to the lives of those involved and working with evaluation staff to analyze and report on qualitative findings.

Research Project Team Member, University Outreach

January 1993 - January 1994

Center for Economic Development,
University of Massachusetts -- Amherst, MA

Collaborated in analysis and reporting on Mortgage Lending Patterns in Holyoke, Massachusetts and explored the usefulness of Home Mortgage Disclosure Act (HMDA) data in uncovering discriminatory lending practices.

Collaborated in the design and conducting of a community needs assessment, and preparation of a neighborhood revitalization plan for increasing economic development and improving physical and social amenities in an urban community of Springfield, Massachusetts.

Housing and Community Development Research Intern

June 1993 - August 1993

City of Chicopee, Community Development Office -- Chicopee, MA

Collected and synthesized data for a community profile of a Comprehensive Housing Affordability Strategy.

Project Coordinator, University Outreach

September 1992 - May 1994

Residential Arts, University of Massachusetts -- Amherst, MA

Supervised office operations, including interviewing new staff, training staff in professional and administrative procedures, and coordinating the conceptualization, design, and production of publicity materials. Student staff supervised included two graphic designers, a writer and an administrative assistant.

Production Editor/ Writer

February 1991 - September 1991

Fairfield County Woman Magazine -- Stamford, CT

Managed the production of a countywide publication (circulation - 50,000) including the oversight, design and production of graphics mechanicals and work with clients, sales staff, and an outsourced publishing house to ensure quality of advertising. Conceptualized and conducted feature articles.

Presentations, Reports and Peer-Reviewed Publications

Frusciante, A. (2020). *Co-creating Effective and Inclusive Organizations: Putting Equity, Justice & Heartwork at the Center of Whole-Systems Change*. CEIO, New Haven, CT.

Frusciante, A. (2020 – postponed due to pandemic). *It's not all about the money: Working across philanthropy, community and research through equity inquiry*. All-In: Co-Creating Knowledge for Justice conference, Santa Cruz, CA.

Frusciante, A. (2019). *Count them in: A landscape analysis of Fairfield County organizations supporting women and girls*. Fairfield County Community Foundation, Norwalk, CT.

- Frusciante, A. (2019). *Spiral as Geometric Archetype: How a group of change agents shifted philanthropic inquiry methods toward equity*. National Coalition of Independent Scholars Conference, Amherst, MA.
- Frusciante, A. (2018). National Webinar: *Embedding equity inside and out: How grantmaking process and change go hand-in-hand*. PEAK Grantmaking.
- Frusciante, A. (2018). *Embedding equity inside and out: How grantmaking process and change go hand-in-hand*. PEAK Grantmaking Conference, Orlando, FL.
- Frusciante, A. (2017). Chair, *Public Scholarship Encouraging Research Use: A Session about Knowledge Development*. American Education Research Association (AERA), Annual Conference .
- Frusciante, A. (2017). *Equitable Participatory Civics in "Millennial" Times: Why Knowledge Matters to Structural Change*. Knowledge Designs to Change.
- Frusciante, A. (2015). Co-designer and presenter. *Prioritizing Equity and Learning, Inside Out*. GEO Learning Conference. Boston, MA. Materials: *Learning and Equity in Foundation Practice: A discussion starter about engagement in university learning partnerships*.
- Frusciante, A. (2014). *Shifting from "evaluation" to valuing: A six-year example of philanthropic practice change and knowledge development*. The Foundation Review, 6(2), 114-134. (peer reviewed)
- Proposer and Co-designer/facilitator. (2014). *What's equity got to do with it? The realities of collective impact success*. Catalyzing Large Scale Change: The Funder's Role in Collective Impact (CI). CI Forum, Aspen, CO.
- Guest Professor, (2014). Session on Collective Impact in the University of Connecticut, Department of Public Policy. Grantwriting and Fund Development for Nonprofit Organizations., West Hartford, CT.
- Invited speaker. (2014). Grantmakers for Effective Organizations (GEO) staff session to inform strategic planning focus on support needs of learning officers.
- Designer of pre-session workshop. (2013). *Research Agendas to Impact Network Learning and Change: A Conversation between Scholarship and Philanthropy*. Association for Research on Nonprofit Organization and Voluntary Action (ARNOVA).
- Panel participant. (2013). *Making the right evaluation choices for your organization*. Grantmakers for Effective Organizations (GEO) Learning Conference.
- Roundtable facilitator. (2013). *How networked investments may be altering your organizational reality*. Grantmakers for Effective Organizations (GEO) Learning Conference.
- Panel participant. (2013). *Speed mentoring for career professionals*. Council on Foundations Annual Conference.
- Plenary Speech. (2012). *Comments about Parent Engagement*. Connecticut Childhood Conversations Conference.
- Organizer. (2012). Multi-colleague panel presentation including program and support staff, director and lead trustee. *Supporting educational change: Strategies and tools for philanthropic learning*. Council on Foundations Family Philanthropy Conference.
- Presenter. (2011). Arafah, S., Frusciante, A., Quenoy P. *Shifting from evaluation to "assessing as part of network learning" in a philanthropic organization: One case study*. Eastern Evaluation Research Society. Annual Conference.
- Panel Co-chair. (2011). Education Issues and Intersections presentation. *Collaboration between schools and the nonprofit sector: Rethinking leadership strategy for education*. Association of Research on Nonprofit Organization and Voluntary Action (ARNOVA) conference.

- Poster presentation. (2011). *Network learning, nonprofits, and social diversities: Exploring structures for educational change*. ARNOVA annual conference.
- Invited speaker on innovative approaches. (2011). *Network learning: Connecting and interacting towards knowledge*. Ontario Trillium Foundation, Canada.
- Organizer and chair (2010). Premiere panel of the Education Issues and Intersections Group of ARNOVA, Panel titled: *Exploring nonprofit/education intersections: Redefining relationships between people, between organizations, and between learning theory and nonprofit practice*. ARNOVA annual conference.
- Frusciante, A. and Siberon, C. (2010). *Constructing collaborative success for network learning: The story of the Discovery community self-assessment tool*. *The Foundation Review*, 2(1), 53-71. (peer reviewed)
- Invited panel member. (2009). *Remarks about William Caspar Graustein Memorial Fund experience using RBA*. Results Based Accountability practitioner forum: Panel on RBA and strategic planning. Legislative Office Building, Hartford, CT.
- Frusciante, Angela. (2009) *Structuring and supporting success in multi-community initiatives during harsh economic times: Liaisons at the heart of an innovative engaged strategy*. William Caspar Graustein Memorial Fund. (peer reviewed)
- Paper presentation. (2009). *Structuring and supporting success in multi-community initiatives during harsh economic times: Liaisons at the heart of an innovative engaged strategy*. ARNOVA annual Conference.
- Frusciante, Angela. (2008). *Early literacy framing*. William Caspar Graustein Memorial Fund.
- Frusciante, A. K. (2008). *Identifying transcendence in education for public service: Reflections on qualifying to teach as a pedagogic example*. *Teaching in Higher Education*, 13(6), 679-689. (peer reviewed)
- Frusciante, A. K. (2007). *Community action program*. *Encyclopedia of Activism and Social Justice*. Thousand Oaks: Sage Publications.
- Frusciante, A. K. (2007). *Participatory democratic leadership*. *Encyclopedia of Activism and Social Justice*. Thousand Oaks: Sage Publications.
- Frusciante, A. K., DeAguiar, B., Galarza, D., and Joseph, J. (2007). *National Urban League*. *Encyclopedia of Activism and Social Justice*. Thousand Oaks: Sage Publications. (Co-authored with urban high school students).
- Frusciante, A. K., Babollah, E., Grant, C., & Simmons, S. (2007). *Community gardens*. *Encyclopedia of Activism and Social Justice*. Thousand Oaks: Sage Publications. (Co-authored with urban high school students).
- Invited lecture. (2005). *Discussing Development, Qualitative Analysis, and Change*. University of Massachusetts, Amherst, Regional Planning Program.
- Frusciante, Angela. (2004). *An analytic case study of the evaluation reports of a comprehensive community initiative*. (Doctoral Dissertation). University of Maryland, College Park.
- Roundtable discussion. (2003). *Holism, resource investment, and action in comprehensive community evaluation: Vision, reality, or another way to learn categorically?* Civic Education Conference.
- Roundtable discussion. (2003). *Representing civic learning: Addressing challenges of reporting on civic investment, action, and holism*. Civic Education Conference.
- Paper presentation. (2003). *Emerging a socio-political context for educational change: Questions of educator participation in the evaluation of comprehensive community initiatives*. American Education Research Association (AERA) Annual Conference.

Symposium participant. (2002). *Leadership for community development: Measuring social capital in school-linked comprehensive community revitalization*. University Council for Educational Administration Conference.

Mawhinney, Hanne, Angela Frusciante, Philbert Aaron, and Yan Liu. (2002). *Design principles for learner-centered schools: Building effective strategies for closing the achievement gap*. Center for Education Policy and Leadership.

Symposium chair and presenter. (1999). *Construction and critiques of learning-community relations within and beyond schooling*. AERA Annual Conference.

Presentation. (1998). *Doing community: A preliminary framing of community-action-inquiry*. Qualitative Research in Education Conference of the Qualitative Interest Group (QUIG), University of Georgia.

Frusciante, Angela and Eileen Flanagan. (1997). *Leadership for healthy communities: Services survey report*. Prepared by JLH Associates for Neighborhood Reinvestment Corporation.

Roundtable discussion. (1997). *Retention of minority students: Exploring the relationship of sense of community to university approaches*. American Sociological Association (ASA) Annual Conference.

Roundtable discussion. (1996). *Involving youth in creating community*. National Community Education Association (NCEA) Conference.

Frusciante, Angela. (1996). *Executive transitions research: Exit survey summary*. Community Development Leadership Project of Neighborhood Reinvestment Corporation.

Frusciante, Angela. (1996). *1995 Executive/ board relations survey: Executive director and board chair comparison summary*. Community Development Leadership Project of Neighborhood Reinvestment Corporation.

Frusciante, Angela. (1995). *1995 Executive/ board relations survey: Board chair report*. Community Development Leadership Project of Neighborhood Reinvestment Corporation.

Frusciante, Angela. (1995). *1995 Executive/ board relations survey: Executive director report*. Community Development Leadership Project of Neighborhood Reinvestment Corporation.

O'Connor, Tom and Angela Frusciante. (1995). *An assessment of Prison Fellowship's transition of prisoners (TOP) program in Detroit*. Center for Social Research, Maryland.

O'Connor, Tom, Crystal Parikh, and Angela Frusciante. (1995). *From prison to the free world: An evaluation of an aftercare program in Detroit, Michigan Part I and Part II / A process and outcome evaluation of Prison Fellowship's transition of prisoner's program*. Center for Social Research, Maryland.