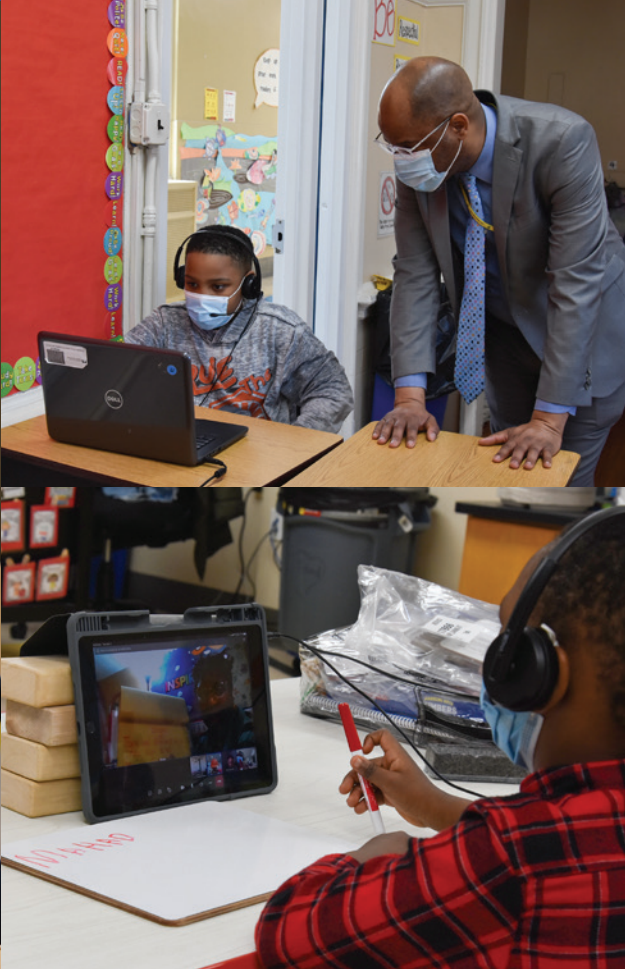


REPORT 2020



Photos:

Cover photo courtesy of District of Columbia Public Schools. Students masked up for learning in District of Columbia Public Schools, a participant in a number of Wallace Foundation efforts, including the Principal Pipeline Learning Community. Global Arts Live photo, p. 7, by Sarosh Syed

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Designed by José Moreno

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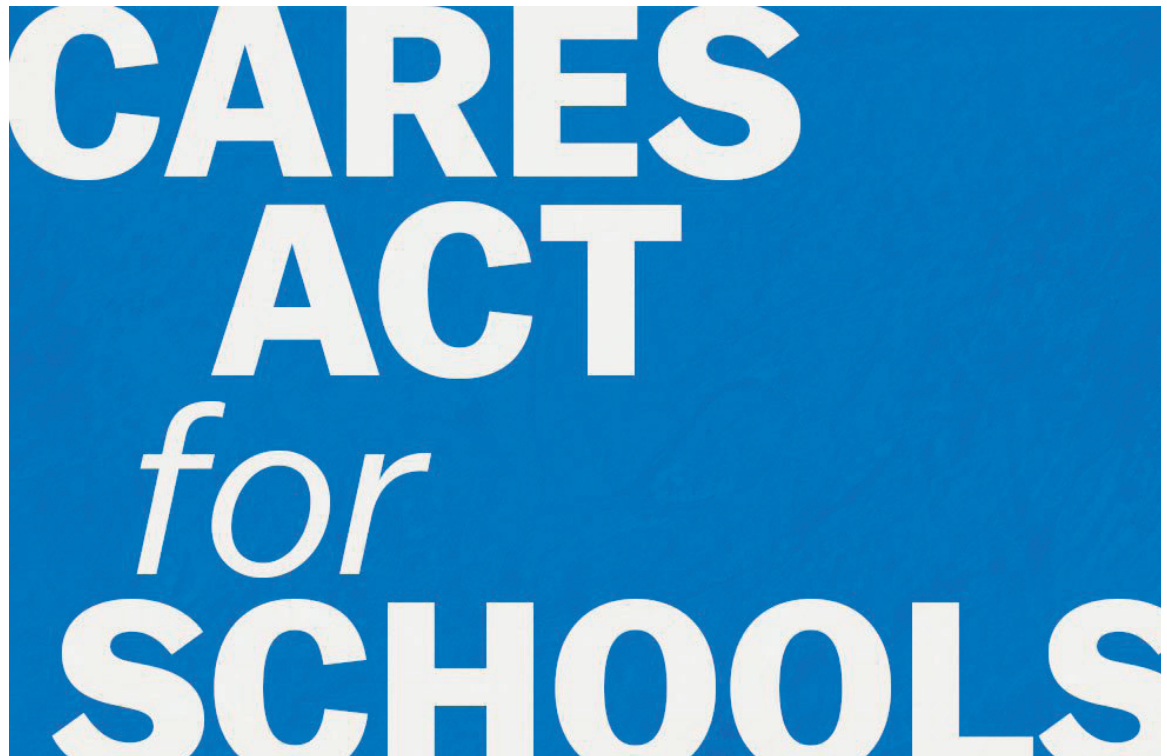
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HOW WALLACE RESPONDED TO A YEAR LIKE NO OTHER



Wallace's blog post summarizing the major provisions of the federal CARES Act for education and out-of-school-time programs was our most viewed post of 2020.

We responded to 2020 with the two resources we have at hand: funding and credible information.

It's likely to be recorded as a year that was momentous and traumatic. Three months into 2020, we found ourselves at the outset of a worldwide pandemic that has yet to end and that has taken more than 600,000 lives, and counting, in our nation alone. Scarcely two months later in Minneapolis, a cell phone video captured an all-too-common occurrence in the U.S.: the police killing of a Black man. In this case, though, the death of George Floyd sparked a widespread movement for social justice and prompted what many hope will be a long overdue reckoning with the nation's legacy of racism.

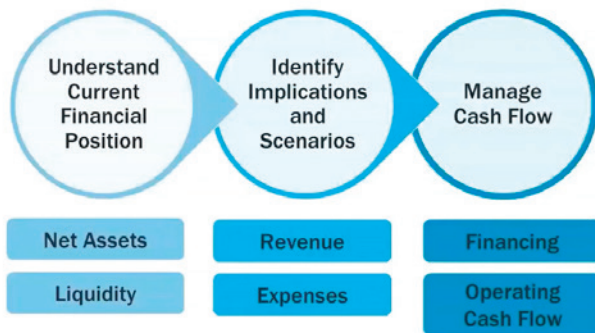
There were other major events as well—devastating wildfires and, shortly after the new year in 2021, the assault on the nation's Capitol, to name two. But as an institution dedicated to working to help solve social problems, Wallace needed to respond to the pandemic and the calls for racial justice in particular.

The big question facing us was how. The short answer is that as a philanthropy dedicated to generating knowledge to advance policy and practice across the three areas in which we work—school leadership, learning and enrichment, and the arts—we marshalled the two resources we have at hand: money and credible information.

Funding

In the arena of giving, we took a number of steps. A high priority was to offer the foundation's grantees—many of them arts, afterschool and other organizations hit especially hard by the pandemic—the

Financial Planning



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A widely viewed Wallace-sponsored webinar in the early days of the pandemic shutdown provided information for nonprofits on financial management during a crisis.

financial flexibility to help them steer their way through the crisis. We relaxed our guidelines on the use of grant funds and postponed or dropped reporting requirements.

We also augmented our spending, issuing about \$9.5 million for emergency assistance and pandemic-related supports. The assistance funding, much of it for grantees, was distributed across our fields of interest, with proportionately larger grants going to organizations that directly serve children, are led by a person of color, and/or work in more than one of our focus areas. In addition, we provided general operating support to five organizations dedicated to racial justice matters. We also established a program in which each of our employees could designate up to \$1,500 for relief efforts in their communities. Wallace staff members supported local efforts and institutions such as food pantries; dance, theater, film and other arts organizations; and projects to support health care and other essential workers.

Ideas and information

We worked hard to keep people in our areas of interest informed in ways that could help them find a path through the crisis. Wallace's efforts included publishing a [scenario planning toolkit](#) for arts organizations facing the uncertainties of the moment. A [webinar](#) we sponsored in June on how the then-recently enacted federal COVID relief packages applied to the education and youth development fields was one of our most highly attended webinars to date.



Participants in the Reimagining the Future of the Arts have included, from left, Michael Bateman, managing director of the A Noise Within theater in Pasadena, California; Zannie Voss, Ph.D., director of the SMU DataArts arts research center; Kim Noltemy, president and CEO of the Dallas Symphony Association; and Zenetta S. Drew, executive director of the Dallas Black Dance Theatre.

In the fall we launched [Reimagining the Future of the Arts: A Conversation Series](#), an online forum that brings together arts researchers and professionals to share insights and strategies for the pandemic period and beyond. [The Wallace Blog](#), meanwhile, took advantage of the expertise of researchers and others who have worked with Wallace over the years. That seemed to resonate with our followers. Seven of the 10 most viewed pieces on the blog in 2020 regarded pandemic-related issues, including one post in which the head of an organization that manages Wallace's website for nonprofit financial management offered guidance on [navigating the turbulent financial waters](#) whipped up by the crisis. (A subsequent [webinar](#) with her also ranked among our most heavily attended.) In another popular post, a [researcher discussed](#) what the

pandemic has meant for summer learning and the role that school district, state and federal policies could play in ensuring that high-quality summer programming was available to children who had faced instructional losses during the school year.

NEW DIRECTIONS, CONSISTENT APPROACH

We discovered that online meetings have benefits, including allowing more people to take part.

Equity

The events of the year also affected Wallace as an institution. The social justice movement, along with the racial disparities that the pandemic laid bare, gave a new urgency to work already going on at the foundation to make more explicit our commitment to equity. This was reflected most notably in two ways.

First, we changed our mission statement. Ever since we were established as a national foundation in the early 2000s, the bulk of our work has centered on institutions serving children and teens in historically marginalized communities. Our work thus implicitly centered on equity. Our mission statement, however, did not explicitly call this out. We believe our new one, finalized in 2020, does: Our mission is to foster equity and improvements in learning and enrichment for young people, and in the arts for everyone.

Second, we continued intensive work to develop two major new initiatives—one in the arts, the other in education leadership—that are focused on equity considerations. The foundation plans to unveil these initiatives later in 2021 or early 2022.

Getting on with our work

In the context of the change in mission statement and the focus of our new initiatives, Wallace held fast to its commitment to its longstanding approach of developing and carrying out initiatives that yield dual benefits—supporting efforts to benefit local communities, then using what we learn from their work to generate credible information and ideas to improve policy and practice broadly in our three areas of interest.

We continued this approach in 2020 amid the same logistical problems confronting many workplaces in the U.S. and around the world. Wallace closed its office in early March, and staff members promptly turned dining room tables, desks in spare bedrooms and other surfaces into telework stations. We then adjusted, like millions of workers, to the idiosyncrasies of Zoom and similar meeting technologies. For the most part, we were able to get our work done. Among other things, we posted 23 new reports, videos and other resources, slightly outpacing our 2019 output.

We plan to continue responding with the flexibility called for at this uncertain time.

We also discovered that online meetings have their benefits. Periodic “learning community” meetings are a signature feature of Wallace work. They bring together initiative participants, who come from across the country, to trade insights with one another and hear from experts in the work they are undertaking. Typically, these meetings are intensive two- or three-day in-person gatherings. Instead of scrapping these events in 2020, we replaced them with shorter but more

frequent virtual convenings. One advantage, we learned, was that without the necessity of long-distance travel, more people could participate, including school district or state education officials whose heavy schedules can preclude cross-country meeting attendance. Shorter sessions also made for less fatigue. For the future, we are likely to blend in-person and virtual meetings, incorporating what we have learned about the benefits of gathering online into our approach to learning communities without forgoing the relationship-building power of meeting people face to face.

We also devoted much of our energies to adapting our program and research work to the demands of the time, as you will read below. ■



This still comes from a video about early findings from Wallace’s Partnerships for Social and Emotional Learning Initiative.

LEARNING AND ENRICHMENT

Our major effort in this focus area is the Partnerships for Social and Emotional Learning Initiative. Launched in 2017, it revolves around the establishment of collaborations—between schools and afterschool, summer and other out-of-school-time programs—to coordinate and improve how they promote children’s social-emotional growth. At work in six communities (Boston, Dallas, Denver, Palm Beach County, Fla., Tacoma and Tulsa), the ef-

fort reaches about 30,000 elementary school students in 38 sites that pair an elementary school with one or more out-of-school-time programs.

As the pandemic closed school buildings and other gathering places, the communities shifted to virtual instruction and activities. That meant translating social-emotional materials designed for physical spaces into versions that could be used in the online world. Practices such as warm welcomes to children when they arrive at a spot and “optimistic closures” when they leave remained in place, albeit on screen rather than in person.

Adapting to virtual interaction was just one of many changes schools and out-of-school-time programs had to make to deal with the pandemic. To assist, Wallace allowed our grant funds to be repurposed so the communities could attend to their most urgent needs. One was the swift establishment of safe child-care hubs for children of healthcare and other essential service workers. Some hubs also became points for food distribution, and in one community, initiative partners distributed, in addition to food, tech equipment and materials for arts lessons.

Those working on the ground in the initiative are acutely aware that the pandemic has taken a toll on many children, who have been cut off for long periods from school, friends and the normal patterns of life and may have faced other difficulties as well. In response, the communities all have included districtwide social-emotional strategies in their school reopening plans, building on districtwide strategies they introduced during the pandemic.

Researchers from the RAND Corp. are studying the initiative, as they carry out the most comprehensive examination to date of the implementation of a social and emotional learning effort. The study’s first report, [Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning](#), was released in fall 2020. Owing to the pandemic, the researchers have had to make a number of adjustments to their work, including shifting to virtual data collection, making participation in some research activities voluntary for grantees, and refocusing the inquiry to document how schools and out-of-school-time programs adapted their efforts to the pandemic and used what they had learned to aid in recovery from the crisis. ■

This report, published in October, was the first in what will be a series from a RAND study of the Partnerships for Social and Emotional Learning Initiative.

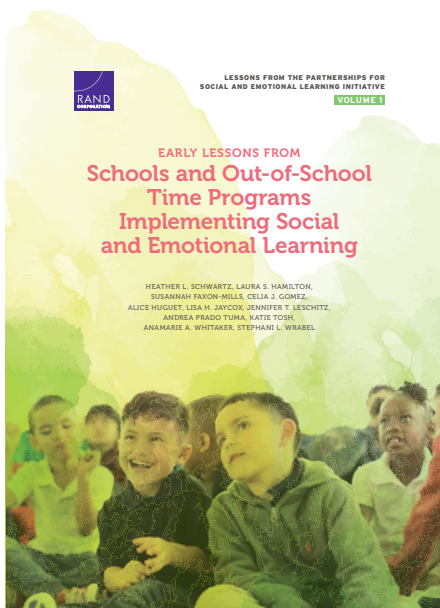


Figure 3. Principals' perceptions of supervisors' practices and effectiveness increased

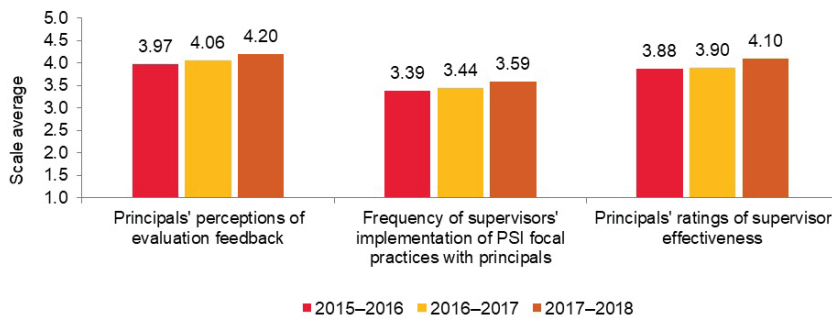


Figure reads: Principals rated the quality of their supervisors' evaluation feedback an average of 3.97 out of 5 in 2015–2016.

Source: Principal surveys, 2016 (N = 635), 2017 (N = 639), and 2018 (N = 606).

Note: All scales range from 1 to 5. See Appendix A for information on scale creation. Changes across the three years were statistically significant at the 5 percent level for all measures.

A report about the Principal Supervisor Initiative found that after the six participating school districts worked intensively to refocus the supervisor job on helping principals support high-quality instruction, principals reported that their supervisors were more effective.

ways, supporting, for example, the preparation of pandemic guidance for school leaders by the National Association of Secondary School Principals.

Then, there were the constraints facing each of our individual initiatives. Wallace's education leadership efforts encompass four main bodies of work. Three were drawing to a close in 2020: the University Principal Preparation Initiative (supporting seven universities to upgrade their principal pre-service training programs); the ESSA Leadership Learning Community (assisting teams from 11 states in developing and implementing plans for use of federal dollars to support effective school leadership efforts); and the Principal Pipeline Learning Community (helping 90 school districts assess the strengths of their efforts to develop and support school principals and then draw up plans to address weaknesses they find). Shortly before the crisis began, we launched the fourth effort, work in 13 school districts to gather information and insights to help us develop a new equity-centered school leadership initiative. The pandemic affected each of these efforts in various ways.

In the Principal Pipeline Learning Community, districts were instituting many changes at once, including shifting from in-person to virtual hiring and training of new principals. We commissioned Digital Promise, a nonprofit established by Congress to promote technology use, to produce a webinar series for the districts on how to ensure quality and equity in the move to distance learning and work. We also provided for the continued services from consultants, who had already been working with the initiative participants, so the districts could tap their expertise as they adjusted their efforts and planning to pandemic realities. In the end, 86 of the 90 districts were able, with slight delays, to complete their plans for shoring up how they prepare and support principals.

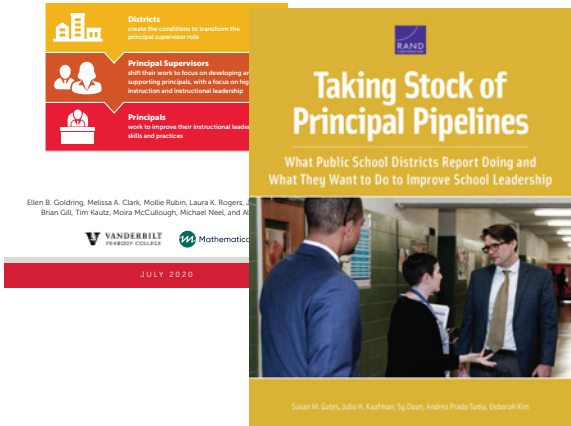
Meanwhile, the universities in the principal preparation effort moved their programming online, including aspects of it such as mentoring for aspiring principals. For that initiative, we extended the deadline for completion of grant activities by a year, from 2020 until 2021. We did the same for the ESSA Leadership Learning Community teams, which continued their endeavors during the pandemic. Wallace supported those efforts with additional grants of up to \$75,000 to each team for projects that linked the work they had been doing to school reopening.

Our work in this area centers on school principals, specifically developing and supporting them to be as effective as possible. Because of that, we could hardly ignore the realities of spring 2020. As educators needed to quickly replace actual classrooms with virtual ones, school principals confronted a myriad of pressing responsibilities—for starters, ensuring that teachers could conduct distance instruction, seeing to it that children had the needed technology and connectivity, and setting up ways to continue providing essentials like meals to those who needed them. Wallace tried to assist in a number of

Finally, we were grateful for the work of the 13 districts helping us design an equity-centered leadership initiative. Despite the obstacles created by the pandemic, they were all able to provide us with a timely, from-the-trenches set of considerations that have been instrumental to the design our new effort.



The year 2020 also saw the release of a number of major reports in school leadership, including a trio of publications examining our now-concluded Principal Supervisor Initiative, in which six school districts worked to refocus the principal supervisor job from administration to principal support. Among the publications was [Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative](#), the final report in a study of the effort by researchers from Vanderbilt University’s Peabody College and Mathematica Policy Research. In [Taking Stock of Principal Pipelines: What Public School Districts Report Doing and What They Want to Do to Improve School Leadership](#), meanwhile, the RAND Corp. provided a national snapshot of how large and medium-size school districts develop and support principals in districts throughout the country and what superintendents think of the approaches. ■



ARTS

Scarcely four months before the pandemic brought in-person cultural life as we know it to a standstill, Wallace’s initiative supporting the audience-building endeavors of 25 performing arts organizations drew to a close with a conference in New York City that celebrated their years of work. Planning for a successor to the Building Audiences for Sustainability effort stepped up and was well under way in late spring 2020, by which time two things had become clear. The first was that the pandemic’s effect on the arts, beginning with the shutdown of performance spaces and other venues, was so severe that the sector needed immediate philanthropic aid. The second was that our planning for a future initiative required more time, so it could take into account both the fallout from the pandemic and reflection on the arts in light of the racial justice movement.



For the first, Wallace responded in a number of ways. The foundation provided new funding to all 25 arts organizations to help them weather the crisis, and later in the year made a second round of grants to five of the organizations that had particular needs. We also offered all the organizations—which include theaters, orchestras, opera companies and dance companies—consulting on financial planning and crisis management. In addition, we made grants to support the field as a whole: to the arts and culture fund within the NYC Coronavirus Response & Impact Fund, which has provided financial support to a range of nonprofits, and to the Artists Relief Fund, which has assisted individual artists facing financial emergencies.

Global Arts Live was one of the 25 organizations that took part in the Building Audiences for Sustainability initiative, whose participants celebrated the conclusion of the effort just months before the pandemic shutdowns.

Finally, we provided funding to eight arts service organizations, which represent areas ranging from chamber music to education in arts administration, to help them continue sharing crucial information, advocating for their fields and connecting peers with one another.



For the second—planning for a new initiative—we commissioned a series of studies to provide a picture of the new lay of the land for the arts and insights into what the future might hold. One report, [Arts Organizations' Early Response to COVID-19 Uncertainty: Insights from the Field](#), by the international arts consulting firm AEA Consulting, described findings from interviews with and a survey of arts leaders in the early days of the pandemic shutdown. Among the key findings from the survey: 73 percent of respondents agreed that the socioeconomic divide may widen between those who participate in the arts in person and those who do not; 54 percent expected a decrease in ticket sales five years out from the pandemic; and 35 percent expected an increase in profits from online sales. Other studies included [The Alchemy of High-Performing Arts Organizations](#), which suggested that financial success for arts organizations begins with artistic excellence and relevance.

In arts education, our major effort is the Youth Arts Initiative, which has been working with the Boys & Girls Clubs of America since 2014 to support high-quality arts programming for young people in communities where such programs are scarce. The second phase of that effort, at work in Austin, Atlanta, Knoxville, Orlando/Central Florida and New York City, launched in 2019. The cohort had to move quickly to maintain youth participation and engagement during the pandemic. All clubs were able to retain their professional teaching artists during the shutdowns, and they were highly engaged in the development and delivery of virtual programming.

Before the pandemic closures, we published a report that grew out of Building Audience for Sustainability that addresses a topic much on the minds of those in the arts and many other fields, for that matter: data use. [Data and Deliberation: How Some Arts Organizations are Using Data to Understand Their Audiences](#), from the University of Texas at Austin, examines the rewards and challenges of using data and market research to help buck the trend of declining arts audiences.

CLOSING THOUGHTS

As we approach mid-2021, we know that tough work awaits schools and out-of-school-time programs as they seek to make up for the loss of instructional time millions of children have experienced during the pandemic. An equally daunting task faces arts institutions as performance spaces, museums and other venues reopen while audiences decide what they want and need from the arts post-COVID. We plan to continue responding with the flexibility called for at this uncertain time.

We end by noting that one way in which we believe Wallace can contribute to recovery—and national healing—is through our continued dedication to knowledge generation in our fields of interest. By providing credible information and ideas about everything from developing high-quality principals to fostering participation in the arts and nurturing children's social-emotional development, our work aims to help shape effective policy and practice adapted to the local context. Along the way, we hope that our efforts can also solidify respect for the facts and the need for common understanding. ■

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

BUILDING AUDIENCES FOR THE ARTS

PUBLICATIONS

[The Alchemy of High-Performing Arts Organizations](#)

Interviews with leaders of 20 high-performing organizations suggest that financial success for arts organizations begins with high-quality art that resonates with an organization's community.

[Arts Organizations' Early Response to COVID-19 Uncertainty: Insights from the Field](#)

More virtual content, more experimentation and more emphasis on social impact could be features of the arts during the early 2020s in response to the pandemic and other uncertainties.

[Data and Deliberation: How Some Arts Organizations are Using Data to Understand Their Audiences](#)

An evaluation from Wallace's Building Audiences for Sustainability initiative examines the rewards and challenges of using data and market research to help counter the trend of declining arts audiences.

[Global Arts Live Tests New Format, New Name to Draw New Audiences: A Discussion Guide](#)

This tool, which is based on a 2019 [journalistic account](#) of an arts presenter's rebranding efforts, seeks to help arts administrators draw lessons from the piece that they can use in their own audience-building efforts.

[Navigating Uncertain Times: A Scenario Planning Toolkit for the Arts and Culture Sector](#)

This set of worksheets and other materials is designed to help arts organizations think through how to respond to various possible future conditions.

VIDEOS

[Reimagining the Future of the Arts: A Conversation Series](#)

In the wake of the pandemic and movement for racial justice, arts researchers and practitioners convene online in a series of recorded discussions where they share insights and strategies to help inform the response of arts organizations to the months (and years) ahead. In 2020, the episodes were:

[Video Replay: What Audiences Want From the Arts as the Pandemic Rages On](#)

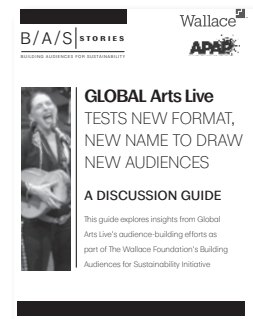
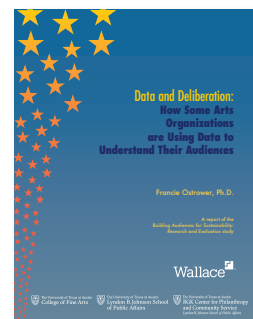
Panelists in the first installment of the series examine how COVID-19 and urgent conversations about racial justice are transforming the arts.

[Video Replay: What Can Organizations Learn from High-Performing and Turnaround Arts Organizations?](#)

Panelists explore how organizations can maintain relevance and resilience through COVID-19, economic pressures and the national reckoning with racial justice.

[Video Replay: How Can Nonprofit Arts Organizations Plan for the Future with So Many Unknowns?](#)

Panelists examine how organizations can approach scenario planning in light of COVID-19, the reckoning with racial justice, and other pressing factors.



SCHOOL LEADERSHIP

PUBLICATIONS

[Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative](#)

After six school districts worked intensively to change the principal supervisor job to focus on helping principals support high-quality instruction, principals reported that their supervisors were more effective. Teachers' perceptions of their principal's performance remained largely the same.

[Leading the Change: A Comparison of the Principal Supervisor Role in Principal Supervisor Initiative Districts and Other Urban Districts](#)

Six districts in an initiative to refocus the principal supervisor job from administration to principal support had more structures to buttress the reconceived job than other districts, a survey finds, although supervisor practices across all the districts were similar—perhaps suggesting districts nationwide are taking steps to change the job.

[Taking Stock of Principal Pipelines: What Public School Districts Report Doing and What They Want to Do to Improve School Leadership](#)

School district chiefs believe effective school leadership is key to improving education, but only about half of them are satisfied with the pool of candidates in their principal pipelines, according to this first-of-its-kind national survey.

[Trends in Principal Supervisor Leadership and Support](#)

Findings from two surveys, fielded six years apart, provide indications that large school districts nationwide are redesigning the principal supervisor job to focus more on principal support.

[Using State-level Policy Levers to Promote Principal Quality](#)

To try to improve leadership of their schools, seven states have pulled a number of policy levers, from updating principal job standards to changing administrator licensing.

SLIDE PRESENTATIONS

[Effectively Communicating About Principal Pipelines: Key Findings From Qualitative Research With Superintendents, School Board Members and State Education Officials](#)

Education officials agree that principals are critical to school success and have a “resoundingly positive” reaction to the idea of principal pipelines, but market research suggests a need to build understanding of what a comprehensive principal pipeline looks like.

VIDEOS

[Unpacking the Federal Response to COVID-19 in Education](#)

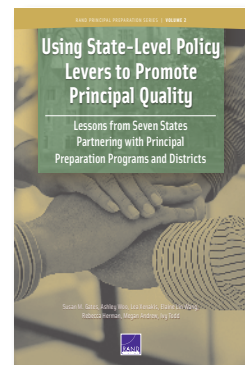
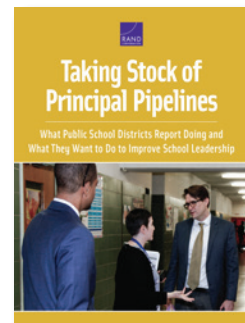
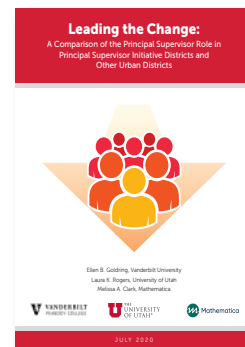
What's in the CARES Act and What May Come Next? A webinar by The Wallace Foundation and EducationCounsel, a mission-based education organization and law firm, provides an overview of education and related provisions in the 2020 Coronavirus Aid, Relief and Economic Security (CARES) Act.

SOCIAL AND EMOTIONAL LEARNING

PUBLICATIONS

[Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning](#)

The most comprehensive study of social and emotional learning implementation to date offers early lessons for schools and out-of-school-time programs on how to carry out high-quality social and emotional learning instruction.



[SEL+OST=Perfect Together: A Conference Report](#)

Afterschool, summer and other out-of-school-time programs can be ideal settings for children to learn and build social and emotional well-being—when skilled and trusted adults are there to guide them, according to this conference report.

[Supports for Social and Emotional Learning in American Schools and Classrooms: Findings from the American Teacher Panel](#)

Teachers are confident they can help build students’ social-emotional skills, but say they could use more support to do so, according to a survey.

VIDEOS

[Early Findings and Lessons from the Partnerships for Social and Emotional Learning](#)

In this recorded webinar, researchers, Wallace staff members and others share initial insights from a Wallace initiative in which schools and out-of-school programs in six communities have built partnerships to foster children’s social and emotional learning.

[Partnerships for Social and Emotional Learning](#)

See early findings and lessons from research about a Wallace-sponsored initiative in which 38 sites in six communities are providing social and emotional learning support for students across schools and out-of-school-time programs.

SUMMER LEARNING

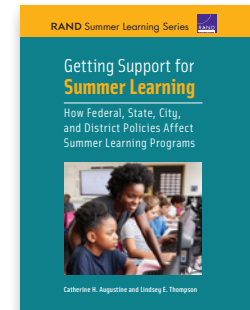
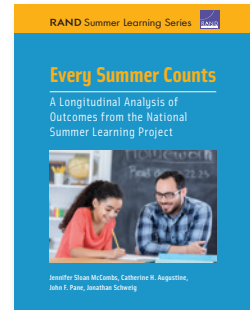
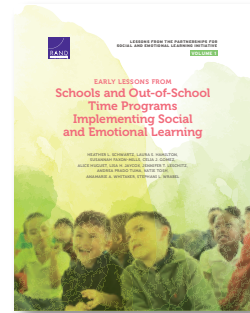
PUBLICATIONS

[Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project](#)

The largest and longest study of its kind on summer learning programs reveals short- and long-term benefits among students who consistently attended voluntary, five- to six-week summer learning programs.

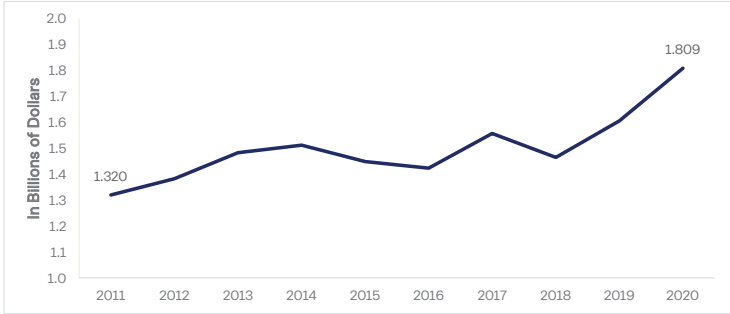
[Getting Support for Summer Learning: How Federal, State, City, and District Policies Affect Summer Learning Programs](#)

This report provides guidance to summer learning program leaders on navigating public policies that support, or constrain, summer learning efforts.



FINANCIAL OVERVIEW

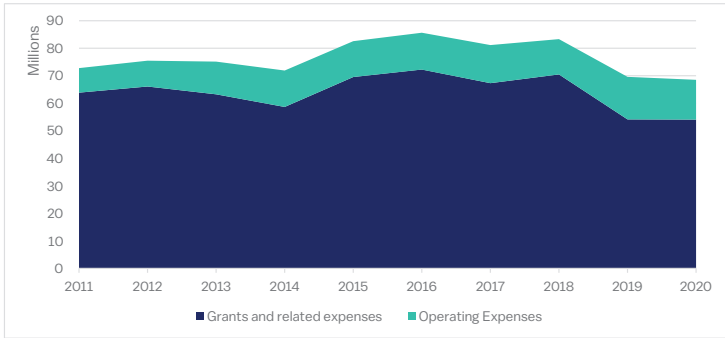
INVESTMENT ASSETS



Our portfolio totaled \$1.809 billion on December 31, 2020, which was \$203 million higher than our assets of \$1.606 billion on December 31, 2019. The increase reflects the net market appreciation of our portfolio after deducting grants and expenses of \$76 million paid in 2020.

Our portfolio value on December 31, 2020 was \$489 million higher than our assets of \$1.320 billion on December 31, 2011 on a nominal basis. We paid a total of \$781 million in grants and expenses over that 10-year period.

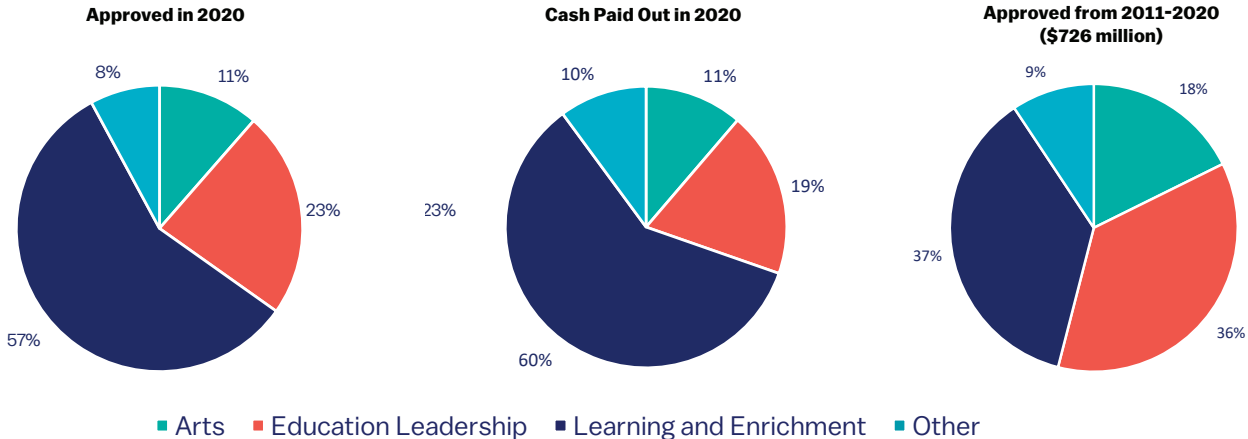
WALLACE'S EXPENSES OVER A DECADE



The bulk of expenditures under “grants and related expenses” goes to education, arts, social service and similar nonprofit organizations. Also included is spending for research and communications. This chart reflects expenses on an accrual basis, meaning expenses are reported in the year they are incurred, which is not necessarily the year in which the expenses are paid.

GRANT/PROGRAM EXPENSES BY FOCUS AREA

The pie charts below show spending, by percentage, in Wallace’s areas of interest. The first shows program grants and expenses approved in 2020; the second shows grants/expenses paid in 2020 (including grants approved in earlier years); the third shows the total grant amounts approved since 2011.



PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2020 to advance Wallace’s work in its focus areas of school leadership, learning and enrichment, and the arts. For a number of the efforts in these areas, our approach and expenditures are grouped under two main categories: Develop Innovation Sites, and Develop and Share Knowledge.

- **DEVELOP INNOVATION SITES** — We fund and closely work with our grantees, which are usually institutions rather than individuals, to help them plan and test out innovations, by which we mean new approaches to solving major public problems. These innovation site efforts can provide us and the broader field with insights into what works, what does not, and which conditions support or impede progress.
- **DEVELOP AND SHARE KNOWLEDGE** — Through our grantees’ work and related research we commission, we develop ideas and information that can improve both public policy and the standard practices in our fields of interest. We then use a number of different communications strategies to get the word out.

In 2020, Wallace also made a number of COVID relief grants.



Our goal is to raise the quality of leadership by principals and other key school figures so they can improve teaching and learning in their schools.

COMPREHENSIVE, ALIGNED PRINCIPAL PIPELINES

In 2019, a major study by the RAND Corporation found that principal pipelines, as developed by six school districts in Wallace’s Principal Pipeline Initiative, provided benefits for student achievement and principal retention. We describe these pipelines as both "comprehensive," because their parts together cover the range of district leadership management activities, and "aligned," because the parts reinforce one another. Wallace is working to support efforts in districts nationwide to adopt or adapt this approach according to their needs and circumstances.

1. PRINCIPAL PIPELINE DEVELOPMENT ACTIVITIES

Organization / IRS name, if different (City, State)	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
ANTHONY EDUCATION FOUNDATION, LLC (Bowie, Md.)—For activities including training individuals and organizations helping districts to develop principal pipelines.	\$100,724	\$29,724	\$26,289	\$70,235	\$4,200
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—To provide coaching for school board members in 20 districts on how to incorporate principal pipelines into their districts’ strategic plans and activities.	\$175,000	\$175,000	\$0	\$175,000	\$0
DIGITAL PROMISE GLOBAL (Washington, D.C.)—To produce a report providing early considerations for how to develop a pipeline of effective, equity-minded principals who can operate well in a virtual environment.	\$99,208	\$99,208	\$0	\$0	\$99,208
DIGITAL PROMISE GLOBAL (Washington, D.C.)—To help Wallace deliver webinars for virtual meetings of the foundation’s Principal Pipeline Learning Community.	\$147,000	\$147,000	\$0	\$147,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)—To provide virtual support for the 90 districts in the Principal Pipeline Learning Community.	\$109,000	\$109,000	\$0	\$109,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)—To collect and analyze data from the Principal Pipeline Learning Community districts.	\$500,000	\$0	\$115,404	\$384,596	\$0
THE INSTITUTE FOR EXCELLENCE IN EDUCATION (Mount Pleasant, Mo.)—To encourage the development of effective principal pipelines in organizations that manage large numbers of charter schools.	\$250,000	\$250,000	\$0	\$0	\$250,000
THE LEADERSHIP ACADEMY OF EDUCATION, INC. (New York City)—To support a multi-district strategy to build principal pipelines in California.	\$581,000	\$581,000	\$0	\$581,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

RAND CORPORATION (Santa Monica, Calif.)—To conduct a baseline study of principal pipelines in U.S. school districts.	\$484,362	\$34,362	\$53,817	\$419,097	\$11,448
VANDERBILT UNIVERSITY (Nashville)—To study the work of districts in the Principal Pipeline Learning Community.	\$699,677	\$699,677	\$0	\$0	\$699,677
	\$3,145,971	\$2,124,971	\$195,510	\$1,885,927	\$1,064,533

UNIVERSITY PRINCIPAL PREPARATION INITIATIVE

1. DEVELOP INNOVATION SITES

This initiative seeks to help universities improve their programs to train future principals.

EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.)—To assist the seven universities and their district partners in the University Principal Preparation Initiative.	\$350,000	\$350,000	\$0	\$350,000	\$0
THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC. (Charlottesville, Va.)—To organize a professional learning community for faculty members and directors from the universities participating in the University Preparation Program Initiative.	\$550,000	\$0	\$300,000	\$250,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

EDUCATION RESOURCE STRATEGIES, INC. (Watertown, Mass.)—To produce a webinar and toolkit to help initiative participants incorporate equitable practices into their programs.	\$15,000	\$15,000	\$0	\$15,000	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the University Principal Preparation Initiative.	\$3,799,072	\$0	\$3,129,072	\$0	\$670,000
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide videography and photography for a blog series about the University of Connecticut's redesigned principal preparation program.	\$36,199	\$0	\$0	\$36,199	\$0
	\$4,750,271	\$365,000	\$3,429,072	\$651,199	\$670,000

**EVERY STUDENT SUCCEEDS ACT (ESSA)
LEADERSHIP LEARNING COMMUNITY**

This effort seeks to help teams from 11 states and districts within them use education leadership to pursue equity and school improvement, with support from the federal Every Student Succeeds Act.

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
EDUCATION COMMISSION OF THE STATES (Denver)—To provide research and other services to initiative participants.	\$150,000	\$150,000	\$0	\$150,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)—To conduct an evaluation of the work of the state teams in the ESSA Leadership Learning Community.	\$895,973	\$0	\$324,086	\$100,390	\$471,498
THE LEADERSHIP ACADEMY OF EDUCATION, INC. (New York City)—To plan and manage meetings of the ESSA Leadership Learning Community.	\$1,400,000	\$1,400,000	\$0	\$480,561	\$919,439
	\$2,445,973	\$1,550,000	\$324,086	\$730,951	\$1,390,936

COVID-19 RELIEF FUNDING FOR SCHOOL LEADERSHIP

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (Alexandria, Va.)—Emergency relief in response to the pandemic.	\$130,000	\$130,000	\$0	\$130,000	\$0
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—Emergency relief in response to the pandemic.	\$60,000	\$60,000	\$0	\$60,000	\$0
LEARNING FORWARD (Richardson, Tex.)—Emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION (Alexandria, Va.)—Emergency relief in response to the pandemic.	\$130,000	\$130,000	\$0	\$130,000	\$0
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)—Emergency relief in response to the pandemic and to help the Council of Chief State School Officers develop guidelines for school reopening.	\$280,000	\$280,000	\$0	\$280,000	\$0
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, Va.)—Emergency relief in response to the pandemic.	\$130,000	\$130,000	\$0	\$130,000	\$0
NATIONAL CONFERENCE OF STATE LEGISLATURES (Denver)—Emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
NATIONAL SAM INNOVATION PROJECT, INC. (Louisville, Ky.)—Emergency relief in response to the pandemic.	\$190,000	\$190,000	\$0	\$190,000	\$0
THE LEADERSHIP ACADEMY OF EDUCATION, INC. (New York City)—Emergency relief in response to the pandemic.	\$230,000	\$230,000	\$0	\$230,000	\$0
	\$1,650,000	\$1,650,000	\$0	\$1,650,000	\$0

**OTHER EDUCATION
LEADERSHIP PROJECTS**

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$116,556	\$83,444	\$0
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (Alexandria, Va.)—To serve as a Wallace communications partner.	\$350,000	\$350,000	\$0	\$175,000	\$175,000
ARABELLA ADVISORS, LLC (Washington, D.C.)—For activities including supporting a network of education-leadership funders.	\$225,911	\$71,000	\$66,763	\$141,886	\$17,263
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (Alexandria, Va.)—To serve as a Wallace communications partner.	\$150,000	\$150,000	\$0	\$75,000	\$75,000
BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY (Upper Marlboro, Md.)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION (Charlotte, N.C.)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To serve as a Wallace communications partner.	\$400,000	\$400,000	\$0	\$200,000	\$200,000
DC PUBLIC EDUCATION FUND (Washington, D.C.)— To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
DENVER PUBLIC SCHOOLS FOUNDATION (Denver)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT (Des Moines)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.)—To manage a learning community of districts developing equity-centered principal pipelines and to help principal preparation programs in Texas assess their efforts.	\$1,365,330	\$1,365,330	\$0	\$1,188,881	\$176,449
FORT WAYNE COMMUNITY SCHOOLS (Fort Wayne, Ind.)— To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
FUND FOR EDUCATIONAL EXCELLENCE, INC. (Baltimore)— To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
GWINNETT COUNTY BOARD OF EDUCATION (Suwanee, Ga.)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
IVY PLANNING GROUP, LLC (Bethesda, Md.)—To conduct focus groups and interviews with school principals and other educators to inform the development of a Wallace initiative to support equity-centered principal pipelines.	\$195,000	\$0	\$103,250	\$91,750	\$0
LEARNING FORWARD (Richardson, Tex.)—To serve as a Wallace communications partner.	\$350,000	\$350,000	\$0	\$350,000	\$0
LEARNING POLICY INSTITUTE (Palo Alto, Calif.)—To produce a report synthesizing research about principal preparation.	\$731,799	\$0	\$320,949	\$375,225	\$35,625
LONG BEACH UNIFIED SCHOOL DISTRICT (Long Beach, Calif.)— To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To conduct an evaluation of the Principal Supervisor Initiative.	\$2,886,102	\$0	\$2,700,000	\$186,102	\$0
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION (Alexandria, Va.)—To serve as a Wallace communications partner.	\$400,000	\$200,000	\$100,000	\$200,000	\$100,000
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, Va.)—To serve as a Wallace communications partner.	\$300,000	\$300,000	\$0	\$150,000	\$150,000
NATIONAL CONFERENCE OF STATE LEGISLATURES (Denver)—To serve as a Wallace communications partner.	\$400,000	\$0	\$0	\$400,000	\$0
NELSON MULLINS RILEY & SCARBOROUGH, LLP D.B.A. EDUCATIONCOUNSEL, LLC (Washington, D.C.)—To support Wallace's education leadership initiatives and learning communities.	\$790,000	\$100,000	\$449,364	\$244,159	\$96,477
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)— To study efforts of districts developing equity-centered principal pipelines and inform the design of potential Wallace initiatives.	\$150,000	\$150,000	\$0	\$114,605	\$35,395
SPECIAL SCHOOL DISTRICT NO. 1 (Minneapolis)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To produce a literature review about equity-centered school leadership.	\$137,178	\$137,178	\$0	\$96,025	\$41,153
THE EDUCATION TRUST, INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$350,000	\$350,000	\$0	\$350,000	\$0
THE FUND FOR PUBLIC SCHOOLS, INC. (New York City)— To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
THE LEADERSHIP ACADEMY OF EDUCATION, INC. (New York City)—To organize a meeting of districts invited to apply to take part in a Wallace initiative to support equity-centered principal pipelines and help districts develop proposals for the initiative.	\$775,000	\$775,000	\$0	\$0	\$775,000

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (Pompano Beach, Fla.)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
THE SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA (Tampa, Fla.)—To take initial steps to develop equity-centered principal pipelines to help Wallace design an initiative to support such pipelines.	\$145,000	\$145,000	\$0	\$145,000	\$0
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL (Chapel Hill, N.C.)—To explore ways in which the university could research efforts to build equity-centered principal pipelines.	\$144,329	\$144,329	\$0	\$47,362	\$96,967
VANDERBILT UNIVERSITY (Nashville)—To produce a report synthesizing research about assistant principals.	\$739,814	\$0	\$294,226	\$392,095	\$53,493
VANDERBILT UNIVERSITY (Nashville)—To produce a report synthesizing research about principals and their impact.	\$525,494	\$0	\$177,518	\$246,226	\$101,750
OTHER RELATED EXPENSES —Activities including grants-management and research.	\$363,713	\$0	\$119,928	\$103,705	\$140,080
	\$13,814,671	\$6,727,837	\$4,448,553	\$7,096,465	\$2,269,652

LEARNING AND ENRICHMENT

AFTERSCHOOL

This work builds on efforts Wallace supported for almost 15 years, ending around 2017, to develop and test a coordinated citywide approach to increasing participation in high-quality afterschool programs—an approach that is also part of Wallace’s Partnerships for Social and Emotional Learning Initiative.

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To develop a tool that helps out-of-school-time programs identify and fill gaps in their capacity to carry out projects in new areas.	\$250,000	\$250,000	\$0	\$250,000	\$0
BDO USA, LLP (New York City)—To help redesign the strongnonprofits.org website.	\$90,000	\$0	\$15,000	\$60,000	\$15,000
CHILD TRENDS, INC. (Bethesda, Md.)—To identify current approaches to documenting and measuring impacts of out-of-school-time programs.	\$180,000	\$180,000	\$0	\$0	\$180,000
EXPANDED SCHOOLS, INC. (New York City)—To support Every Hour Counts’ work as a Wallace communications partner.	\$410,000	\$0	\$246,470	\$163,530	\$0
FAMILY HEALTH INTERNATIONAL (Durham, N.C.)—To survey city leaders about progress and challenges in building out-of-school-time systems.	\$582,271	\$0	\$300,000	\$282,271	\$0
NATIONAL AFTERSCHOOL ASSOCIATION (Oakton, Va.)—To serve as a Wallace communications partner.	\$250,000	\$0	\$125,000	\$125,000	\$0
NATIONAL LEAGUE OF CITIES INSTITUTE, INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$250,000	\$100,000	\$0	\$250,000	\$0
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM (Madison, Wis.)—To support a study exploring how out-of-school-time programs can engage young people from historically marginalized communities.	\$160,810	\$160,810	\$0	\$0	\$160,810
TRAPHAGEN CONSULTING (Amherst, Mass.)—To plan and manage a focus group, at the Every Hour Counts Institute, about afterschool systems.	\$6,757	\$0	\$3,757	\$3,000	\$0
	\$2,179,838	\$690,810	\$690,227	\$1,133,801	\$355,810

SUMMER LEARNING

This work seeks to improve summer learning opportunities for children. It builds on lessons learned from Wallace’s National Summer Learning Project, in which school districts and community organizations collaborated to provide students with high-quality programming. The effort resulted in academic and other benefits for children with consistent attendance, research showed, and provided insights on key elements of effective programs.

1. SUMMER LEARNING ACTIVITIES

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
COMMUNITIES FOUNDATION OF TEXAS, INC. (Dallas)—To support efforts to strengthen summer learning programs in Texas.	\$9,646,679	\$9,646,679	\$0	\$9,138,800	\$507,879
TEXAS EDUCATION AGENCY (Austin, Tex.)—To help Texas school districts adopt or adapt research-based practices that promote summer learning.	\$619,376	\$619,376	\$0	\$152,225	\$467,151
THE LEARNING AGENDA, INC. (Akron, Ohio)—To support the Texas Education Agency’s efforts to improve summer learning programs in that state.	\$529,115	\$529,115	\$0	\$170,040	\$359,075

2. DEVELOP AND SHARE KNOWLEDGE

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To support a study of how Texas school districts incorporate evidence-based strategies into the design and implementation of summer learning programs.	\$1,597,028	\$1,597,802	\$0	\$159,780	\$1,438,022
EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.)—To study how summer learning programs use resources to advance equitable outcomes for students.	\$650,000	\$0	\$0	\$357,912	\$292,088
NATIONAL SUMMER LEARNING ASSOCIATION, INC. (Baltimore)—To serve as a Wallace communications partner.	\$550,000	\$0	\$276,485	\$273,515	\$0
RAND CORPORATION (Santa Monica, Calif.)—To study Wallace’s National Summer Learning Project and support efforts by the Texas Education Agency to incorporate evidence-based practices into new summer learning efforts.	\$1,948,928	\$29,000	\$1,877,446	\$44,275	\$27,207
ROSENBERG COMMUNICATIONS (Boyd’s, Md.)—To help disseminate a report on Wallace’s National Summer Learning Project.	\$10,700	\$10,700	\$0	\$7,650	\$3,050
THE LEARNING AGENDA, INC. (Akron, Ohio)—To help disseminate the Summer Learning Toolkit.	\$385,963	\$0	\$215,899	\$151,581	\$18,483
	\$15,938,563	\$12,432,672	\$2,369,830	\$10,455,777	\$3,112,955

PARTNERSHIPS FOR SOCIAL AND EMOTIONAL LEARNING INITIATIVE

This initiative supports efforts to have schools and out-of-school-time programs in selected cities improve and align their work to help children develop social and emotional skills.

1. DEVELOP INNOVATION SITES

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
BIG THOUGHT (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,553,173	\$1,239,225	\$656,974	\$1,670,199	\$226,000
BRANSOM WORKING GROUP (Coppell, Tex.)—To support data collection, analysis, reporting and communications among organizations participating in the Partnerships for Social and Emotional Learning Initiative.	\$557,806	\$0	\$160,627	\$193,137	\$204,042
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$3,676,500	\$1,613,250	\$1,031,625	\$1,031,625	\$1,613,250
CITY AND COUNTY OF DENVER - MANAGER OF FINANCE (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,652,039	\$1,574,800	\$538,620	\$1,813,420	\$300,000
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To assist cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$354,866	\$354,866	\$0	\$354,866	\$0
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To assist cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$395,858	\$0	\$209,640	\$103,303	\$82,915
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,165,775	\$1,165,775	\$500,000	\$1,366,525	\$299,250
DENVER PUBLIC SCHOOLS FOUNDATION (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,498,436	\$561,200	\$468,618	\$1,029,818	\$0
EARLY LEARNING COALITION OF PALM BEACH COUNTY, INC. (Boynton Beach, Fla.)—To fund scholarships to increase enrollment in afterschool programs in Palm Beach County.	\$138,000	\$0	\$0	\$138,000	\$0
EDUCATION FIRST CONSULTING, LLC (Seattle)—For activities including organizing learning-community meetings for the Partnerships for Social and Emotional Learning Initiative.	\$569,518	\$0	\$176,536	\$209,168	\$183,814
PRIME TIME PALM BEACH COUNTY, INC. (Boynton Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,578,933	\$851,000	\$363,967	\$1,135,967	\$79,000
SCHOOL BOARD OF PALM BEACH COUNTY (West Palm Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,971,628	\$1,549,000	\$0	\$2,489,878	\$481,750
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—For activities including assisting cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$617,000	\$617,000	\$0	\$617,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
THE GREATER TACOMA COMMUNITY FOUNDATION (Tacoma, Wash.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$4,214,541	\$2,311,550	\$951,496	\$2,462,230	\$800,816
THE LEARNING AGENDA, INC. (Akron, Ohio)—To assist communities participating in the Partnerships for Social and Emotional Learning Initiative.	\$32,974	\$0	\$29,498	\$3,476	\$0
TULSA COMMUNITY FOUNDATION (Tulsa)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,920,220	\$1,030,755	\$444,733	\$1,336,921	\$138,567
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,838,939	\$944,069	\$447,435	\$1,252,937	\$138,567
YALE UNIVERSITY (New Haven, Conn.)—To develop web-based training and resources for out-of-school-time programs about emotional intelligence.	\$946,266	\$0	\$500,000	\$446,266	\$0
OTHER RELATED EXPENSES —To help organize meetings of the initiative's professional learning community.	\$31,264	\$31,264	\$0	\$31,264	\$0

2. DEVELOP AND SHARE KNOWLEDGE

MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To coordinate the administration of an online social and emotional assessment of students in cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$839,609	\$0	\$15,588	\$724,630	\$99,390
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the Partnerships for Social and Emotional Learning Initiative and to survey teachers about social and emotional learning.	\$11,387,393	\$0	\$5,127,297	\$2,106,008	\$4,154,089
THE HATCHER GROUP, INC. (Bethesda, Md.)—To support the development of a video and podcast series about the Partnerships for Social and Emotional Learning Initiative.	\$87,944	\$0	\$0	\$47,572	\$40,372
XSEL LABS INCORPORATED (Evanston, Ill.)—To support the administration of an assessment of children's social and emotional skills.	\$902,877	\$0	\$437,176	\$233,011	\$232,690
OTHER RELATED EXPENSES —Editorial services.	\$14,042	\$0	\$2,500	\$11,542	\$0
	\$41,945,600	\$13,843,753	\$12,062,328	\$20,808,761	\$9,074,511

**COVID-19 RELIEF FUNDING FOR
LEARNING AND ENRICHMENT**

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
AFTERSCHOOL ALLIANCE (Washington, D.C.)—To provide emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
AMERICA'S PROMISE—THE ALLIANCE FOR YOUTH (Washington, D.C.)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (Alexandria, Va.)—To provide emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
BIG THOUGHT (Dallas)—To provide emergency relief in response to the pandemic.	\$240,000	\$240,000	\$0	\$240,000	\$0
EXPANDED SCHOOLS, INC. (New York City)—To provide emergency relief in response to the pandemic.	\$130,000	\$130,000	\$0	\$130,000	\$0
EXPANDED SCHOOLS, INC. (New York City)—To provide emergency relief to Every Hour Counts in response to the pandemic.	\$60,000	\$60,000	\$0	\$60,000	\$0
GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To contribute to grants to help out-of-school-time programs reopen and recover from the pandemic.	\$500,000	\$500,000	\$0	\$500,000	\$0
NATIONAL AFTERSCHOOL ASSOCIATION (Oakton, Va.)—To provide emergency relief in response to the pandemic.	\$110,000	\$110,000	\$0	\$110,000	\$0
NATIONAL SUMMER LEARNING ASSOCIATION, INC. (Baltimore)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
PARTNERSHIP FOR CHILDREN AND YOUTH (Oakland, Calif.)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
PROVIDENCE AFTER SCHOOL ALLIANCE, INC. (Providence, RI)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To provide emergency relief for The Hechinger Report in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
WINGS FOR KIDS (Charleston, S.C.)—To provide emergency relief in response to the pandemic.	\$90,000	\$90,000	\$0	\$90,000	\$0

2.DEVELOP AND SHARE KNOWLEDGE

EXPANDED SCHOOLS, INC. (New York City)—To document innovations in remote career exploration models developed during the pandemic for New York City's Youth Empowerment Summer program.	\$150,000	\$150,000	\$0	\$150,000	\$0
	\$2,180,000	\$2,180,000	\$0	\$2,180,000	\$0

OTHER LEARNING AND ENRICHMENT PROJECTS

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
AFTERSCHOOL ALLIANCE (Washington, D.C.)—To serve as a Wallace communications partner, to help fund the “America After 3PM” survey, and to produce a special report on the role of afterschool programs in social and emotional learning.	\$500,000	\$250,000	\$113,340	\$261,660	\$125,000
AMERICA'S PROMISE—THE ALLIANCE FOR YOUTH (Washington, D.C.)— To help organize a conference on social-emotional learning and afterschool programming	\$45,019	\$0	\$25,000	\$20,019	\$0
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To sponsor a virtual summit on social and emotional learning.	\$25,000	\$25,000	\$0	\$25,000	\$0
DATA QUALITY CAMPAIGN INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$100,000	\$50,000	\$0	\$100,000	\$0
NEW VENTURE FUND (Washington, D.C.)—To research perceptions of the role of out-of-school-time programs in children’s social, emotional and cognitive development.	\$350,000	\$350,000	\$0	\$350,000	\$0
PRESIDENT AND FELLOWS OF HARVARD COLLEGE (Cambridge, Mass.)—To expand a guide to social and emotional learning programs for elementary school students and to create a new guide to programs for middle and high school students.	\$1,010,329	\$0	\$161,580	\$408,875	\$439,874
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—For general operating support and to serve as a Wallace communications partner.	\$3,850,000	\$250,000	\$1,200,000	\$1,324,000	\$1,326,000
	\$5,880,348	\$925,000	\$1,499,920	\$2,489,554	\$1,890,874

ARTS

Our goal is to get more people deeply involved in the arts so they may reap the rewards of engaging with art.

BUILDING AUDIENCES FOR SUSTAINABILITY

This initiative supported 25 performing arts organizations to strengthen their audience-building efforts and examine how this work might affect their financial well-being.

1. DEVELOP INNOVATION SITES

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct focus groups at a meeting of the Building Audiences for Sustainability Learning Community.	\$63,366	\$0	\$40,000	\$23,366	\$0
STEPPENWOLF THEATRE COMPANY (Chicago)—To participate in the Building Audiences for Sustainability Initiative.	\$345,000	\$0	\$315,000	\$30,000	\$0
TECHNICAL DEVELOPMENT CORPORATION (Boston)—To help manage the Building Audiences for Sustainability Initiative.	\$550,589	\$0	\$371,851	\$152,253	\$26,485

2. DEVELOP AND SHARE KNOWLEDGE

THE UNIVERSITY OF TEXAS AT AUSTIN (Austin, Tex.)—To study the Building Audiences for Sustainability initiative.	\$4,344,930	\$0	\$2,400,000	\$0	\$1,944,930
OTHER RELATED EXPENSES —Advertising and editorial services.	\$65,000	\$65,000	\$0	\$51,500	\$13,500
	\$5,368,886	\$65,000	\$3,126,851	\$257,120	\$1,984,915

YOUTH ARTS INITIATIVE

This effort aims to help raise the quality and availability of arts education for children and teens.

1. DEVELOP INNOVATION SITES

BOYS & GIRLS CLUBS OF AMERICA (Atlanta)— To develop and run high-quality, year-round arts programming for young people.	\$8,850,000	\$0	\$7,151,250	\$970,000	\$728,750
HOME TRAINING INSTITUTE, INC. (East Point, Ga.)—To support the Boys & Girls Clubs of America's Youth Arts Initiative and to manage its learning communities.	\$818,466	\$0	\$306,471	\$455,000	\$56,995
NEXT LEVEL STRATEGIC MARKETING GROUP (Pleasantville, N.Y.)—To help manage the Youth Arts Initiative.	\$592,084	\$0	\$277,564	\$220,545	\$93,975
OTHER RELATED EXPENSES —Expenses related to learning community meetings, including honoraria for speakers.	\$29,817	\$29,817	\$0	\$29,817	\$0

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct an evaluation of the Youth Arts Initiative.	\$1,300,000	\$0	\$400,000	\$350,000	\$550,000
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM (Madison, Wis.)—To study issues, opportunities and questions currently facing the field of youth arts learning.	\$160,496	\$160,496	\$0	\$0	\$160,496
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AT IRVINE (Irvine, Calif.)—To develop a framework that describes, analyzes and offers a design for 21st century arts learning.	\$100,000	\$100,000	\$0	\$0	\$100,000
YOUTH RADIO (Oakland, Calif.)—To study ways in which the COVID-19 pandemic is affecting arts learning and how arts learning could help ease the pandemic's effects on young people.	\$100,000	\$100,000	\$0	\$49,870	\$50,130
OTHER RELATED EXPENSES —Research and editorial services.	\$7,800	\$7,800	\$0	\$7,800	\$0
	\$11,958,664	\$398,113	\$8,135,285	\$2,083,032	\$1,740,346

COVID-19 RELIEF FOR THE ARTS

1. RELIEF FOR ARTS ORGANIZATIONS AND ARTISTS

ALVIN AILEY DANCE FOUNDATION, INC. (New York City)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY (Tempe, Ariz.)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
BALLET AUSTIN INCORPORATED (Austin, Tex.)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
BALTIMORE SYMPHONY ORCHESTRA, INC. (Baltimore)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
CHICAGO THEATRE GROUP, INC. (Chicago)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
CONTEMPORARY ARTS CENTER (New Orleans)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
DENVER CENTER FOR THE PERFORMING ARTS (Denver)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
EAST BAY PERFORMING ARTS (Oakland, Calif.)—To provide emergency relief in response to the pandemic.	\$175,000	\$175,000	\$0	\$175,000	\$0
LYRIC OPERA OF CHICAGO (Chicago)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
OPERA PHILADELPHIA (Philadelphia)—To provide emergency relief in response to the pandemic.	\$275,000	\$275,000	\$0	\$275,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
OPERA THEATRE OF SAINT LOUIS (Saint Louis)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
PACIFIC NORTHWEST BALLET ASSOCIATION (Seattle)—To provide emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC. (Pasadena, Calif.)—To provide emergency relief in response to the pandemic.	\$275,000	\$275,000	\$0	\$275,000	\$0
PORTLAND CENTER STAGE (Portland, Ore.)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, Calif.)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK, INC. (New York City)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY (La Jolla, Calif.)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
SAN FRANCISCO PERFORMANCES, INC. (San Francisco)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
SEATTLE OPERA (Seattle)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
SEATTLE SYMPHONY ORCHESTRA, INC. (Seattle)—To provide emergency relief in response to the pandemic.	\$100,000	\$100,000	\$0	\$100,000	\$0
STEPPENWOLF THEATRE COMPANY (Chicago)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
UNITED STATES ARTISTS (Chicago)—To contribute to Artist Relief, an emergency fund for individual artists facing financial hardship owing to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
UNIVERSITY MUSICAL SOCIETY (Ann Arbor, Mich.)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
VICTORY GARDENS THEATER (Chicago)—To provide emergency relief in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
WOOLLY MAMMOTH THEATRE CO. (Washington, D.C.)—To provide emergency relief in response to the pandemic.	\$150,000	\$150,000	\$0	\$150,000	\$0
WORLD MUSIC, INC. (Cambridge, Mass.)—To provide emergency relief in response to the pandemic.	\$225,000	\$225,000	\$0	\$225,000	\$0

2. DEVELOP AND DISSEMINATE KNOWLEDGE TO NEGOTIATE THE PANDEMIC

AEA CONSULTING, LLC (Beacon, N.Y.)—To develop a tool that arts organizations can use to help plan for different possible outcomes of the pandemic.	\$48,000	\$48,000	\$0	\$48,000	\$0
AMERICAN ASSOCIATION OF MUSEUMS (Arlington, Va.)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
ASSOCIATION OF PERFORMING ARTS PROFESSIONALS, INC. (Washington, D.C.)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
CHAMBER MUSIC AMERICA, INC. (New York City)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
DANCE USA (Washington, D.C.)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
FRACTURED ATLAS, INC. (New York City)—To support the communications activities for members of the Association of Arts Administration Educators during the pandemic.	\$12,500	\$12,500	\$0	\$12,500	\$0
HELICON COLLABORATIVE (Brooklyn, N.Y.)—To review a Wallace-supported tool that arts groups and arts service organizations can use to help plan for different possible outcomes of the pandemic.	\$5,000	\$5,000	\$0	\$5,000	\$0
LAPLACA COHEN ADVERTISING, INC. (New York City)—To study attitudes about the arts during pandemic.	\$70,000	\$70,000	\$0	\$70,000	\$0
AMERICAN SYMPHONY ORCHESTRA LEAGUE (New York City)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
OPERA AMERICA, INC. (New York City)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
SLOVER LINETT AUDIENCE RESEARCH, INC. (Chicago)—To study attitudes about the arts during pandemic, especially among people of color.	\$619,084	\$619,084	\$0	\$155,000	\$464,084
TECHNICAL DEVELOPMENT CORPORATION (Boston)—To gauge the potential impacts of the crisis on arts organizations.	\$135,000	\$135,000	\$0	\$81,163	\$53,837
THEATRE COMMUNICATIONS GROUP, INC. (New York City)—To support communications activities for members during the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
	\$4,639,584	\$4,639,584	\$0	\$4,121,663	\$517,921

OTHER ARTS PROJECTS

AEA CONSULTING, LLC (Beacon, N.Y.)—To help inform the development of a new arts initiative by interviewing arts leaders about new models for arts organizations.	\$67,665	\$67,665	\$0	\$67,665	\$0
HELICON COLLABORATIVE (New York City)—To help inform the development of a new arts initiative by interviewing arts leaders about the relevance and resilience of their organizations.	\$69,750	\$69,750	\$0	\$69,750	\$0
H.T. DANCE COMPANY, INC. (New York City)—To support recovery from a January 2020 fire in the building that houses the Chen Dance Center.	\$10,000	\$10,000	\$0	\$10,000	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
MUSEUM OF CHINESE IN AMERICA (New York City)—To support recovery from a January 2020 fire in the building that houses the Museum of Chinese in America's Collections and Research Center.	\$10,000	\$10,000	\$0	\$10,000	\$0
RESNICOW SCHROEDER ASSOCIATES, INC. (New York City)—To support Wallace's arts communications and dissemination activities.	\$709,895	\$445,000	\$202,884	\$266,737	\$240,274
SOUTHERN METHODIST UNIVERSITY (Dallas)— To help inform the development of a new arts initiative by learning about financially lucrative arts activities, especially among arts organizations of color.	\$127,600	\$127,600	\$0	\$76,900	\$50,700
URBAN INSTITUTE (Washington, D.C.)— To help inform the development of a new arts initiative by developing an algorithm that identifies arts organizations of color in the institute's National Center for Charitable Statistics database.	\$100,000	\$100,000	\$0	\$1,925	\$98,075
OTHER RELATED EXPENSES —Research and editorial services.	\$117,874	\$89,374	\$22,800	\$71,524	\$23,550
	\$1,212,785	\$919,389	\$225,684	\$574,501	\$412,599

**COMMUNICA-
TIONS**

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
ACRONYM MEDIA, INC. (New York City)—To provide search-engine-marketing services and consultation.	\$725,881	\$0	\$354,750	\$365,275	\$5,856
BIG THINK STUDIOS (San Francisco)—To purchase and manage print and online advertising and to develop creative concepts for Wallace.	\$149,974	\$0	\$0	\$149,974	\$0
EDITORIAL PROJECTS IN EDUCATION, INC. (Bethesda, Md.)—To support Education Week.	\$1,300,000	\$0	\$650,000	\$650,000	\$0
EDUCATION WRITERS ASSOCIATION (Washington, D.C.)—To support reporting on school leadership, and summer and expanded learning.	\$225,000	\$0	\$117,621	\$107,379	\$0
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide communications services to disseminate ideas and information generated from Wallace's efforts.	\$1,062,819	\$0	\$460,458	\$602,362	\$0
UNIVERSE CREATIVE, LLC (Los Angeles)—To develop a video strategy that complements Wallace's communications.	\$20,930	\$0	\$0	\$20,930	\$0
OTHER RELATED EXPENSES —Editorial services	\$171,849	\$88,000	\$0	\$83,099	\$88,750
	\$3,656,453	\$88,000	\$1,582,828	\$1,979,019	\$94,606

**COVID-19 RELIEF FOR
COMMUNICATIONS**

EDITORIAL PROJECTS IN EDUCATION, INC. (Bethesda, Md.)—To provide emergency relief in response to the pandemic.	\$250,000	\$250,000	\$0	\$250,000	\$0
EDUCATION WRITERS ASSOCIATION (Washington, D.C.)—To provide emergency relief in response to the pandemic.	\$70,000	\$70,000	\$0	\$70,000	\$0
KENNESAW STATE UNIVERSITY RESEARCH AND SERVICE FOUNDATION, INC. (Kennesaw, Ga.)—To provide emergency relief for Youth Today in response to the pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
	\$370,000	\$370,000	\$0	\$370,000	\$0

**SERVICE TO
THE FIELD OF
PHILANTHROPY**

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
ASIAN AMERICAN-PACIFIC ISLANDERS IN PHILANTHROPY, INC. (Oakland, Calif.)—To support this organization, which is dedicated to the full civic and economic participation of Asian-Americans and Pacific Islanders.	\$50,000	\$50,000	\$0	\$50,000	\$0
ASSOCIATION OF BLACK FOUNDATION EXECUTIVES, INC. (New York City)—To support this organization, which advocates for responsive investments in Black communities.	\$20,000	\$20,000	\$0	\$20,000	\$0
CANDID (New York City)—To support this organization, which works to increase knowledge about philanthropy, and to support the merger of the Foundation Center and Guidestar U.S.A.	\$1,550,000	\$50,000	\$1,000,000	\$550,000	\$0
CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, Mass.)—To support this organization, which seeks to help foundations improve their performance.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE COMMUNICATIONS NETWORK (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$12,500	\$12,500	\$0	\$12,500	\$0
EDUCATION COMMISSION OF THE STATES (Denver)—To support the work of the Arts Education Partnership.	\$10,000	\$10,000	\$0	\$10,000	\$0
FUNDERS FOR LESBIAN AND GAY ISSUES, INC. (New York City)—To support this organization, which works to increase the scale and impact of philanthropic resources aimed at enhancing the well-being of lesbian, gay, bisexual, transgender and queer communities.	\$15,000	\$15,000	\$0	\$15,000	\$0
GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through their higher education years, and to sponsor the organization's annual conference.	\$23,550	\$23,550	\$0	\$23,550	\$0
GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS (Washington, D.C.)—To support this national membership organization, which promotes learning among funders committed to building effective nonprofits.	\$14,000	\$14,000	\$0	\$14,000	\$0
GRANTMAKERS IN THE ARTS (New York City)—To support this nonprofit membership organization, which provides leadership and services to advance the use of philanthropy for arts and culture.	\$23,190	\$23,190	\$0	\$23,190	\$0
HISPANICS IN PHILANTHROPY (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$27,250	\$27,250	\$0	\$27,250	\$0
INDEPENDENT SECTOR (Washington, D.C.)—To support this organization, which works to strengthen the nonprofit and philanthropic communities.	\$24,850	\$24,850	\$0	\$24,850	\$0

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2019	FUTURE PAYMENTS
INNOVATION NETWORK, INC. (Washington, D.C.)—To support the Evaluation Roundtable, a network of foundation leaders that seeks to support and improve evaluation practices in philanthropy.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC. (New York City)—To support this organization, which works to develop leaders, strengthen organizations and advocate for community arts education.	\$25,000	\$25,000	\$0	\$25,000	\$0
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To support the Education Funder Strategy Group and Grantmakers for Thriving Youth.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIVE AMERICANS IN PHILANTHROPY (Washington, D.C.)—To support this organization, which works to promote equitable and effective philanthropy in Native communities.	\$28,000	\$28,000	\$0	\$28,000	\$0
NEW YORK UNIVERSITY (New York City)—To support the Research Alliance for New York City Schools.	\$100,000	\$100,000	\$0	\$100,000	\$0
NONPROFIT NEW YORK, INC. (New York City)—To support this organization, which serves nearly 1,700 nonprofits in New York City, Long Island and Westchester County, N.Y.	\$1,000	\$1,000	\$0	\$1,000	\$0
PEAK GRANTMAKING, INC. (Washington, D.C.)—To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$8,152	\$8,152	\$0	\$8,152	\$0
PHILANTHROPY NEW YORK, INC. (New York City)—To support this professional community of philanthropic foundations based in the New York region.	\$49,250	\$49,250	\$0	\$49,250	\$0
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (Washington, D.C.)—To support this organization, which works to advance and disseminate research on the effects of education practices, interventions, programs and policies.	\$8,000	\$8,000	\$0	\$8,000	\$0
TIDES CENTER (San Francisco)— To support Emerging Practitioners in Philanthropy, a national network of foundation professionals and others who strive for excellence in philanthropic practice.	\$17,500	\$17,500	\$0	\$17,500	\$0
WILLIAM MARSH RICE UNIVERSITY (Houston)—To support the National Network of Education Research-Practice Partnerships.	\$50,000	\$50,000	\$0	\$50,000	\$0
WOMEN'S FUNDING NETWORK (San Francisco)—To support this organization, a funding alliance dedicated to gender equality and justice.	\$10,000	\$10,000	\$0	\$10,000	\$0
OTHER RELATED EXPENSES —To pay for membership dues to service-to-the-field organizations.	\$85,308	\$85,308	\$0	\$85,308	\$0
	\$2,386,050	\$886,050	\$1,000,000	\$1,386,050	\$0

OTHER GRANTS

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
ALLIANCE FOR GLOBAL JUSTICE CORP. (Tucson, Ariz.)—To support the Movement for Black Lives Fund, a fiscally sponsored project of the Alliance for Global Justice.	\$50,000	\$50,000	\$0	\$50,000	\$0
ASIAN AMERICAN-PACIFIC ISLANDERS IN PHILANTHROPY, INC. (Oakland, Calif.)—To fund organizations best placed to combat racist acts against Asian-Americans during the COVID-19 pandemic.	\$50,000	\$50,000	\$0	\$50,000	\$0
CENTER FOR DISASTER PHILANTHROPY, INC. (Washington, D.C.)—To support humanitarian aid efforts in the wake of Atlantic hurricanes and California wildfires.	\$900,000	\$900,000	\$0	\$900,000	\$0
CENTER FOR DISASTER PHILANTHROPY, INC. (Washington, D.C.)—To contribute to hurricane recovery efforts in Puerto Rico.	\$150,000	\$150,000	\$0	\$150,000	\$0
CENTER FOR POLICING EQUITY (New York City)—To support this organization, which works to measure bias in policing and revise policies to promote equitable practices.	\$50,000	\$50,000	\$0	\$50,000	\$0
EQUAL JUSTICE INITIATIVE (Montgomery, Ala.)—To support this organization, which works to end mass incarceration and excessive punishment, combat racial and economic injustice and protect basic human rights in the U.S.	\$50,000	\$50,000	\$0	\$50,000	\$0
INTERNATIONAL SOCIETY OF THE LEARNING SCIENCES (Bloomington, Ind.)—To help the organization expand and deepen equity efforts.	\$225,000	\$225,000	\$0	\$75,000	\$150,000
NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC. (New York City)—To support this organization, which works to expand democracy, eliminate disparities and achieve racial justice in the U.S.	\$50,000	\$50,000	\$0	\$50,000	\$0
NELSON MULLINS RILEY & SCARBOROUGH, LLP D.B.A. EDUCATIONCOUNSEL, LLC (Washington, D.C.)—To provide policy and strategy support to advance Wallace's work at the federal and state levels.	\$348,000	\$0	\$153,000	\$180,000	\$15,000
NELSON MULLINS RILEY & SCARBOROUGH, LLP D.B.A. EDUCATIONCOUNSEL, LLC (Washington, D.C.)—To study and report on ways in which foundations could adopt and adapt promising practices.	\$50,000	\$0	\$0	\$50,000	\$0
THE NEW YORK COMMUNITY TRUST (New York City)—To contribute to the New York City Covid-19 Response and Impact Fund.	\$200,000	\$200,000	\$0	\$200,000	\$0
SOCIAL GOOD FUND, INC. (Richmond, Calif.)—For general operating support of the Marsha P. Johnson Institute, a fiscally sponsored project of Social Good Fund.	\$50,000	\$50,000	\$0	\$50,000	\$0
SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, INC. (Washington, D.C.)—To help the organization expand and deepen its equity efforts.	\$225,000	\$225,000	\$0	\$75,000	\$150,000
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (Washington, D.C.)—To help the organization expand and deepen its equity efforts.	\$225,000	\$225,000	\$0	\$75,000	\$150,000

	TOTAL AS OF 12/31/20	APPROVED 2020	PAID BEFORE 2020	PAID 2020	FUTURE PAYMENTS
YOUTH RADIO (Oakland, Calif.)—To provide emergency relief in response to the pandemic.	\$210,000	\$210,000	\$0	\$210,000	\$0
EMPLOYEE MATCHING GIFTS AND GIFTS IN HONOR OF RETIRING EMPLOYEES	\$195,068	\$195,068	\$0	\$189,676	\$52,156
GIFTS ON BEHALF OF EMPLOYEES TO COUNTER THE EFFECTS OF THE COVID-19 PANDEMIC	\$58,000	\$58,000		\$56,100	\$1,900
OTHER GRANTS	\$28,438	\$28,438	\$0	\$13,975	\$14,462
	\$3,114,505	\$2,716,505	\$153,000	\$2,474,751	\$533,518
GRAND TOTAL	\$126,638,162	\$52,572,684	\$39,243,176	\$62,328,571	\$25,113,178

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Our mission is to foster equity
and improvements in learning and
enrichment for young people, and in
the arts for everyone.

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