

# REPORT '15

## CONTINUOUS IMPROVEMENT



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# ADAPTATION AND CONTINUITY



For the past nine years, it's been an honor to serve as chairman of The Wallace Foundation's Board of Directors. Having reached the term limit of 12 years of service, this is my last Chairman's Message. I have great admiration for the outstanding staff of the Foundation, both its past and current president, and its excellent board of directors. They are dedicated to Wallace's mission.

Over the past 12 years, we've awarded nearly \$800 million in grants, directly benefiting hundreds of nonprofits, schools and municipalities across the country.

Yet this tells only part of the story. We subscribe to the belief that, in the words of the late George V. Grune, Wallace's founding chairman, "What's important to us and our grantees is what we learn from the projects we fund." Wallace's contribution has been to base its grants and broader dissemination efforts on the evidence of progress.

Through this approach in K-12 education, the foundation has helped elevate the importance of leadership—widely recognized as playing a crucial role in business, the military and the non-profit sector—as vital to nearly all school improvement efforts. We continue to work to shed light on how principals and other school leaders can be developed and supported.

In afterschool, our work has demonstrated that cities can improve programs citywide—not just program by program—by developing quality standards, collecting data on participation, and aligning funding accordingly. A recent survey indicated 77 cities over 100,000 in size were implementing such efforts.

In the arts, our work is beginning to help arts organizations envision new, more effective ways to expand their audiences so that more people reap the benefits of the arts.

The role of board chair is now in the capable hands of Candace Beinecke, the chair of Hughes Hubbard & Reed LLP. Candace's skill in managing complexity and her intellect and generous spirit will serve the foundation well.

In his essay, Will writes about the value of continuous improvement that responds to new knowledge and shifts in the external context. It is my hope that the foundation will continue to adapt its work to the changing environment, with the goal of benefitting children and the arts—two of the lifelong interests of our founders, DeWitt Wallace and Lila Acheson Wallace. These interests continue to serve as pillars of our mission. Thanks to them, the foundation has been able to pursue these goals for more than three decades since their passing.

I am confident that the leadership and staff of The Wallace Foundation will continue to use the assets of the endowment in the most effective way in their judgment to pursue the mission. ■

A handwritten signature in black ink that reads "Kevin W. Kennedy". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kevin W. Kennedy, Chairman



# LEARNING OUR WAY FORWARD: THE ROLE OF CONTINUOUS IMPROVEMENT



In last year's annual report, I described the twin goals that underlie the designs of our initiatives in each of our program areas—the arts, education leadership, and learning and enrichment:

- Supporting the delivery of direct benefits to the children and audiences served by our grantees while strengthening those organizations' ability to sustain this work, and
- Simultaneously leveraging the power of useful knowledge to seek broad impact across the country, helping many more people and organizations than we have the resources to fund directly.

This idea of seeking impact both locally and at scale has two implications for our work. First, to make a contribution at scale through knowledge, we look for questions that while tractable, are complex, unanswered and meaningful—and therefore good candidates for a foundation to invest substantial resources in attempting to help answer. Second, since the questions are unanswered, we have to learn our way forward, balancing carefully-planned strategies based on what's known when we start with the openness to make course corrections as we discover more about what works in practice.

In our experience, adopting a continuous improvement approach is a great aid to finding this balance point.

The roots of continuous improvement date back to 1939 when Walter Shewhart developed the Plan, Do, Check, Act (or "PDCA") cycle, which was later adapted by W. Edwards Deming and Joseph Juran as part of continuous quality improvement efforts in manufacturing. The idea was simple: Organizations can be significantly more effective if they follow a disciplined process to set goals and **plan** how to achieve them; implement (or "**do**") the plan; **check** the results; and then "**act**" to incorporate effective changes into ongoing processes. This process is even more powerful if PDCA cycles are linked, each one building on previous iterations. The PDCA cycle has subsequently become a key underlying methodology for implementing continuous quality improvements in a wide variety of sectors, from health care to government. More recently, there have also been efforts to apply the approach in K-12 public schools.

In the work of The Wallace Foundation, a continuous improvement approach can range from an implicit philosophy—part of the core values we seek to apply to all our work—to a formal part of an initiative design. Two examples of the latter are found in our National Summer Learning Project and Building Audiences for Sustainability initiatives.

## SUMMER LEARNING: CONTINUOUS IMPROVEMENT TO BENEFIT CHILDREN

It's been known for more than a century that students experience learning losses in the summer. In recent decades, we have also learned that low-income students lose more ground than their wealthier peers—making summer a contributor to the achievement gap. Yet much less has been known about possible solutions. In particular, it was not clear whether and how large, urban school districts could mount programs that would make a difference for a significant number of their disadvantaged children.

In 2011, we designed an initiative to learn more about these issues, based on what research had identified about best practices, for example that programs needed to last for a minimum of five weeks, blend instruction and enrichment, and include three hours of academic instruction each day. We launched a six-year \$50 million initiative to fund five districts and their community partners to implement summer programs based on these best practices. We also hired RAND to conduct rigorous evaluations of the effort and its outcomes for kids.

The initiative design incorporated a continuous improvement model. Although the districts were selected because they were already leaders in summer learning, each was undertaking a fundamentally new approach to summer. We recognized there were likely to be implementation challenges in the early years that might affect the benefits the students could realize from a more mature program. Therefore, the first two years of work were focused on learning how to implement this new model for summer learning, with “formative” evaluations of individual programs delivered by RAND after each of the first and second summers. These timely assessments identified common challenges. For example, planning for the summer programming typically started too late in the spring, which meant that teachers got curriculum materials late, and the program got off to a slow start. The assessments were used as a basis for making improvements the following summer.

Although progress was not always linear, by the time we launched a randomized controlled trial in the summer of 2013 to study the effects on students, the district and community programs had made substantial improvements in multiple areas. When the outcome findings were released in 2016, they were meaningful: Students with high attendance did better than their counterparts in a control group in both reading and math after the second summer with gains equivalent to 20-to-25 percent of a year’s learning. What’s more, the early formative evaluations became the basis of a guide called [\*Getting to Work on Summer Learning\*](#) now considered by some to be the “gold standard” of program implementation guidance.

Without the formative evaluations and continuous improvement process at the center of the initiative design, it seems less likely the outcomes study would have yielded the same results. Furthermore, as the initiative wound down, the districts and their partners unanimously expressed how valuable they have found the continuous improvement process to be—and a desire to continue it.

## **BUILDING AUDIENCES IN THE ARTS: DATA OVERTURN A FAULTY ASSUMPTION**

In 2015, we launched our most recent initiative, Building Audiences for Sustainability, to work with more than two dozen performing arts organizations in an effort to learn whether they could attract new audiences while retaining current ones, and in ways that contribute to their financial health. This six-year \$52 million effort builds on an earlier one, called the Wallace Excellence Awards, that saw organizations realize an average 27 percent audience increase over three years for those seeking overall audience gains. It was also grounded in [\*A New Framework for Building Participation in the Arts\*](#), which was developed by RAND in 2001. The report found that barriers to attendance differ by target audiences, suggesting both a need for arts organizations to clearly define the audiences they are trying to attract and the value of market research that illuminates the reasons they are currently not coming.

We designed this initiative around a learning (or continuous improvement) cycle as well. After defining a target audience and conducting Wallace-funded market research on that group, the participating performing arts organizations are testing new programming and audience engagement strategies based on that research, studying the results, changing their approach to audience building based on what worked and did not work, and then repeating the process to learn even more.

It's very early, but we have some anecdotal indications of the value of this approach.

For example, Ballet Austin had hypothesized that prospective audiences move steadily along a continuum from more familiar, story-based classical ballets—such as *Romeo and Juliet*—all the way to very unfamiliar, abstract works of modern dance. Its efforts to draw new audiences were based on this “familiarity continuum.”

However, when the Ballet took the time to systematically understand its target audiences through an investment in market research, the assumptions were overturned. In fact, patrons did *not* move lockstep along the continuum. Instead, the Ballet learned that potential attendees at all kinds of programming primarily wanted two things: A chance to “sample” the works in advance and greater opportunities for socializing.

Market research can provide insights into target audience preferences, but it doesn't tell an organization exactly what to do about them. Designing strategic responses to these new insights fell to the talented staff of the organization, which is testing out two new approaches: Ballet Bash!, which offers social opportunities prior to a performance, and Ballet-O-Mania!, an interactive exhibition open an hour before the performance, which introduces people who want to learn more to what they will see.

There were other surprises from the market research as well: The 18,000 attendees for *The Nutcracker* in the traditional holiday performance were, in fact, open to other ballets, a sharp contrast to the prevailing view they were non-ballet audiences.

There is much more Ballet Austin needs to learn, but using data to drive continuous improvement has already proven its value. As Executive Director Cookie Ruiz says, “We already cannot imagine a time for Ballet Austin where research will not remain a vitally important part.”

## SOME EARLY LESSONS ABOUT SUCCESS FACTORS

As I noted above, we think that a continuous improvement approach is useful for Wallace and our grantees because we focus on areas where less is known about what does and does not work, so we must learn our way forward.

This is not to say it's easy. In a recent study about the national Head Start program called *Understanding Data Use for Continuous Quality Improvement*<sup>1</sup>, the Urban Institute identified six factors that were crucial for progress:

- Leaders who are strong, committed, inclusive and participatory,
- Analytic capacity,
- Leaders who prioritize time and resources to using data,
- A learning culture,

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<sup>1</sup> [Understanding Data Use for Continuous Quality Improvement in Head Start: Preliminary Findings](#), Teresa Derrick-Mills, The Urban Institute and the Office of Planning, Research & Evaluation, Administration for Children & Families, U.S. Department of Health & Human Services, February 2015, pp. 4-12; see also [Data Use for Continuous Quality Improvement: What the Head Start Field Can Learn from Other Disciplines, a Literature Review and Conceptual Framework](#), Teresa Derrick-Mills, Heather Sandstrom, Sarah Pettijohn, Saunji Fyffe, and Jeremy Koulish, The Urban Institute, December 2014, pp. 4-9 and 8-45.

- Recognition that using data for improvement is a continuous—not a one-shot process, and
- An environment that values data.

Our experience corroborates this list and suggests a couple of additional requirements for success specific to our work as a national foundation.

One is reliable data to figure out what’s working well and what’s working less well. Without it, tinkering with existing processes based on guesses about what might be better has been shown in many cases to make things *worse*. This can be challenging since many organizations haven’t focused on collecting accurate data, or the data that matter. In recent years, Wallace has invested in helping organizations and cities build systems to collect information and the capacity to analyze it.

A second requirement is an environment of trust between the foundation and the partners we fund. The work of our education leadership team with the Prince George’s County (Md.) School District was recently the subject of a case study by Independent Sector in the series *Model Partnerships for Impact*. It highlights how district staff members had to become comfortable enough with our program officers to candidly discuss a key barrier to progress in building a pipeline for new principals before the barrier could be overcome. In the words of Doug Anthony, a Prince George’s County education official, the district had “to build trust with the foundation to get to a more honest place.” We believe trust-building begins with the foundation. In other words, because of the inherent unequal power dynamic between a funder and a grantee, the responsibility for building relationships of trust falls disproportionately on our staff.

A third requirement is a willingness among all of us at the foundation to recognize and admit when *we* are off track. This happened early in our Building Audiences for Sustainability initiative, when we came to understand that we needed to modify our preconceptions about how quickly performing arts organizations—which often have long lead times for scheduling performances—could implement additional cycles of continuous improvement that build on their first efforts and the need to align the initiative design with the seasons in which these organizations operate.

## MORE TO LEARN

While we often find a continuous improvement approach of great value in our work, it is worth noting that we’re also seeing the challenges of adapting an approach originally designed for repetitive processes to the more variegated conditions in which the organizations we fund work in afterschool, arts and public education. As a result, we’ve found our own approach to continuous improvement requires, well, continuous improvement. In that spirit, we look forward to learning—with our partners—when and how a continuous improvement approach can add value in our program areas and when it isn’t worth the effort.

For The Wallace Foundation, ultimately, this is about our mission: fostering improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. For these improvements to be realized and sustained, organizations will need to continually adapt to shifting internal and external contexts; for that, a disciplined, continuous improvement approach can help. As Henry Mintzberg and his co-authors of *Strategy Safari* have noted, “the trick is not to change everything all



the time, but to know what to change when... balancing change with continuity. Effective management means to sustain learning while pursuing the strategies that work.”<sup>2</sup>

## KEVIN W. KENNEDY

In June 2016, Kevin Kennedy, our chairman for the last nine years, reached the term limit for service on our Board. He has been the very model of an effective board member and chairman.

As only the second chairman since the foundation was created in its current form in 2003, he has been instrumental in creating a best practices approach to governance of the institution by an independent board of directors. He has provided invaluable guidance to two presidents of the foundation, helping to set and maintain an excellent and productive relationship between the board and staff. He led the board through the process of refining the foundation’s mission and continuously improving its approach to philanthropy. He has served as a vital member of the Investment Committee throughout his time on the board, generously sharing his deep investment knowledge and acumen.

Kevin has also been a consistent voice in the boardroom for clearly defining the outcomes we are seeking to achieve in our initiatives and grant making, and defining up front how we will measure whether or not we are achieving them.

The board of directors and staff of The Wallace Foundation join me in wishing to express our profound appreciation for Kevin’s leadership, stewardship, and personal example. We will miss his probing questions, keen insights, and innumerable other contributions more than we can say. ■

A handwritten signature in black ink that reads "Will Miller". The signature is written in a cursive, flowing style.

Will Miller, President

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<sup>2</sup> *Strategy Safari: A Guided Tour Through The Wilds of Strategic Management*, 2<sup>nd</sup> Edition, Henry Mintzberg, Bruce Ahlstrand, Joseph Lampel, Trans-Atlantic Publications, 2008, p. 227.

# SCHOOL LEADERSHIP

For more than 15 years, The Wallace Foundation has invested in efforts to develop a larger corps of effective principals for our nation’s public schools, especially those serving disadvantaged children. Our work stems from the research finding that principals matter greatly when it comes to improving schools, as detailed in a 2004 Wallace-commissioned report, [How Leadership Influences Student Learning](#). This study found that school leadership is second only to classroom instruction in school-related influences on student achievement.

In 2015, Wallace had two major school leadership initiatives under way:

- The Principal Pipeline Initiative is helping six large school districts put in place four elements key to developing a wide pool of effective principals: clear and rigorous standards for the job, high-quality pre-service training, selective hiring, and meaningful on-the-job support and performance evaluation. The districts are: Charlotte-Mecklenburg, N.C.; Denver; Gwinnett County, Ga. (outside Atlanta); Hillsborough County, Fla. (encompassing Tampa); New York City; and Prince George’s County, Md. (outside Washington, D.C.). Independent researchers are studying the initiative to develop lessons for the field.
- The Principal Supervisor Initiative is assisting 14 school districts as they reshape the job of the principal’s manager—the principal supervisor—so it focuses less on monitoring compliance with regulations and more on coaching and supporting school leaders, especially in improving classroom instruction. The effort is most deeply focused on six “core” districts whose work is being studied in ongoing independent research: Baltimore; Broward County (Fort Lauderdale), Fla.; Cleveland; Des Moines; Long Beach, Calif.; and Minneapolis. In addition, the initiative supports the six Pipeline districts and the Tulsa and Washington, D.C., school districts to advance previous work they engaged in as recognized leaders in developing the supervisor role and to act as mentors to the other districts.

Throughout 2015, the foundation was also planning for a third initiative that launched in 2016, an effort to improve university training for future school principals.

## OVERVIEW OF 2015—DEVELOPMENTS AND CHALLENGES

### PRINCIPAL PIPELINE INITIATIVE

The districts began their Wallace-funded work in 2011, and by the end of 2015 it was clear that they had made significant headway in developing all four pipeline elements. New research from the ongoing study found that the districts were using job performance evaluations to help principals improve rather than to penalize them for shortcomings. In surveys, some 75 percent of new principals said the new evaluations “captured the breadth and complexity of their leadership role and adequately/accurately reflected their performance.”<sup>1</sup> The study also found growing satisfaction among principals with the support they were receiving from their supervisors, whose work increasingly focused on bolstering the school leaders.<sup>2</sup> In addition, the research pointed to areas in need of improvement for the districts. For example, principals expressed limited satisfaction with the professional development they received.<sup>3</sup>

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1 Leslie M. Anderson and Brenda J. Turnbull, *Building a Stronger Principalship, Vol. 4: Evaluating and Supporting Principals*, Policy Studies Associates, Inc., 2016, 15.

2 Anderson and Turnbull, 42-43.

3 Anderson and Turnbull, 47-48.

## PRINCIPAL SUPERVISOR INITIATIVE

The six core Principal Supervisor Initiative districts revised their supervisor job descriptions based on new model standards for the position, which were published in 2015. (The [Model Principal Supervisor Professional Standards 2015](#), believed to be the first-ever such standards, were developed with Wallace support.) The districts also succeeded in carrying out evaluations of their principals using the VAL-ED assessment tool. This is important because VAL-ED (also developed with Wallace support) is recognized as a sound, research-based assessment, and the initiative research will rely on it to help determine if changes in the supervisor role affect the quality of school principals.

An important aspect of recrafting the supervisor role is ensuring that supervisors oversee a manageable number of principals so that the supervisors can give each one the time and attention necessary. For many districts across the country, this would mean reducing the ratio of principals to supervisors considerably because the typical ratio today is 24-to-1, while a rule-of-thumb for supervisor work centered on aiding principals in improving instruction is roughly 12-to-1. Three of the core Principal Supervisor districts now have a principal-to-supervisor ratio at the 12-to-1 ratio or better, while two are close (13-to-1). The sixth district is working to bring its ratio to 13-to-1 within several years.

## KNOWLEDGE DEVELOPMENT AND DISSEMINATION

Wallace school leadership publications in 2015 covered a broad range of topics. What follows are three highlights.

- In [Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy](#), political scientist Paul Manna laid out possible levers state policymakers could pull to improve school leadership, along with factors they might consider given their state's context and circumstances.
- A Wallace Update, [Building Principal Pipelines: A Strategy to Strengthen Education Leadership](#), offered a detailed description of the pipeline and supervisor efforts and lessons learned so far.
- In addition to publishing the model principal supervisor standards, Wallace published (and had supported the development of) an [update of model standards for school principals](#), what had been known in the field previously as the "ISLLC standards."

## LOOKING AHEAD

The pipeline effort was launched in 2011. Grants to the districts are expected to end in late 2016, but research into the effort will continue, with publication of reports examining pipeline costs and pipeline effects expected by 2018.

The supervisor initiative was launched in 2014, with district work expected to continue for several years. Two important tasks the districts face in the immediate future are the development of evaluations of principal supervisors and the establishment of "leader tracking systems," databases of information on school leaders and potential school leaders. These systems are intended to provide information useful for hiring, evaluation and support of principals. ■

# AFTERSCHOOL

High-quality afterschool programs are beneficial in many ways, but millions of disadvantaged urban children don't have access to them. One possible solution is the development of citywide afterschool systems that coordinate the work of municipal agencies, schools, nonprofit youth programs and other institutions vital to afterschool.

Wallace has been working to build such structures—and develop lessons that could help other cities do the same—since 2003, when it launched an effort to help five cities (Boston, Chicago, New York, Providence, R.I., and Washington, D.C.) create afterschool systems of their own. Based in part on a 2010 RAND Corporation study of the cities' work, we now have promising evidence that afterschool systems can lead to greater access to high-quality afterschool programs.<sup>1</sup> In addition, as of 2013 at least 77 of the nation's 275 largest cities had system-building under way, according to a Wallace-commissioned survey of large U.S. cities.<sup>2</sup>

In 2012 Wallace launched an initiative to generate lessons on how cities can refine and enhance their afterschool systems. This effort is at work in nine cities— Baltimore, Denver, Fort Worth, Grand Rapids, Jacksonville, Louisville, Nashville, Philadelphia and St. Paul—and focuses today on finding ways to ensure the systems' staying power.

## OVERVIEW OF 2015—DEVELOPMENTS AND CHALLENGES

A Wallace Perspective published in 2015 [*see the Knowledge Development and Dissemination section below*] identified four key elements of a successful afterschool system: strong leadership, coordination that fits the local context, effective use of data and a comprehensive approach to quality.<sup>3</sup> The 14 cities—that is, the five first-generation and nine next-generation cities—have worked on all of those areas.

***Strong leadership from major players.*** Mayoral leadership matters. In the large-city survey, cities where respondents described their mayors as “highly committed” to afterschool coordination were likely to have seen stable or increased funding over a five-year period. Conversely, when a mayor was “not at all” or only “slightly” committed to the work, respondents were likely to have reported either decreased funding or no funding at all over a five-year period.<sup>4</sup> As their afterschool systems have grown, cities have also recognized the role of other key local leaders in sustaining their work. They look to city council members, superintendents and city agency heads to help spearhead sustainability efforts and cultivate buy-in from nonprofit agency leads, mid-level district personnel, program staff members, school employees and even the people who turn out the lights at the end of the day. This way, when inevitable transitions in district, city and afterschool leadership occur, support for the system stands a better chance of remaining strong.

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1 Susan J. Bodilly, Jennifer Sloan McCombs et al., *Hours of Opportunity: Lessons from Five Cities on Building Systems to Improve After-School, Summer, and Other Out-of-School-Time Programs (Volumes I, II and III)*, RAND Corporation, 2010.

2 Linda Simkin, Ivan Charner et al., *Is Citywide Afterschool Coordination Going Nationwide? An Exploratory Study in Large Cities*, FHI 360, 2013.

3 Daniel Browne, *Growing Together, Learning Together*, The Wallace Foundation, 2015.

4 Simkin, Charner et al., 20.



*Coordination that fits the local context.* We have learned that there is no one-size-fits-all approach to how cities coordinate and govern their systems. Indeed, half of the 14 cities have seen changes in the organizational home of their afterschool efforts. For example, two years into the initiative, the Denver Afterschool Alliance, which began as a project within the Mayor’s Office for Children’s Affairs, expanded its governance to include representatives from the Denver Public Schools and Boys & Girls Club, one of its main nonprofit partners. The move was seen as a way to weave the system more tightly into the fabric of the community. Many of the cities are now tapping expert consultants provided through the Wallace effort to help them evaluate their current governance model and determine if it still is the best fit, given factors ranging from changes in mayoral leadership to board attrition to new funder requirements.

*Effective use of data.* All but one of the nine cities now have the capacity to collect uniform data across programs, but learning how to make the most effective use of that information takes time. Although many cities are able to use data for monitoring and compliance, using data to inform strategy and improve programming requires training and support. Chapin Hall at the University of Chicago is currently investigating this and other topics in an ongoing Wallace-commissioned research study. One of the early findings is that effective data use entails more than choosing the right technology. Factors that can either boost or hobble good data use—such as partner relationships, leadership and coordination, and technical knowledge—have as much to do with the people and processes involved as with the hardware and software employed. It’s worth noting that in all five first-generation cities—each of which has experienced leadership transitions in the offices of the mayor and the school superintendent—data systems continue to be maintained and serve as a critical resource not only for monitoring and compliance but for professional development, quality improvement, program design and resource development.

*A comprehensive approach to quality.* All 14 cities have invested in efforts to improve the quality of programming, work that typically begins with the development and adoption of standards applied to all programs in the system and that is carried out according to “continuous improvement” principles: afterschool systems work with their programs to define what quality looks like; assess how well programs are doing against this definition; and then use the assessment results to make the improvements indicated. This approach is powerful. It’s also difficult, but the system-builders are deeply committed to it.

## **SUSTAINING THE AFTERSCHOOL SYSTEMS**

The 14 cities have been working with Wallace and the initiative’s technical assistance providers to better understand how to sustain afterschool systems. Money is essential, of course, but other things matter, too. One is communicating clearly about why afterschool systems matter to children. Another is forming partnerships with institutions that have an interest in afterschool. Indeed, all the cities report that they believe they need to reach out to at least one additional local group in order to root their work more deeply in the community. Organizations include public libraries, health and mental health agencies, local universities and chambers of commerce.

As for funding: Figuring out how to raise and manage dollars or other contributions to support both the system and the programs it funds is a core function of an afterschool system. Using reports from the cities, the Cross & Jofstus education consulting firm conducted an analysis of the 14 cities’ system budgets, comparing revenue sources, stability of funding and prospects for new funding in the five first-generation cities with the nine next-generation cities. Annual budget sizes ranged from \$300,000 to \$5.6 million, and the number of funding streams ranged from one to 20. The first-generation city systems had, on average, 12 different funding streams, compared with an average of five for the next-generation cities. Similarly, the older systems had, on average, a higher proportion of both public funding and stable funding. All this suggests that system-building is a long term effort, with a better chance of funding becoming steadier, more diverse and better supported by government as systems mature.

An interesting nugget from a separate analysis is that the cities find it easier to raise funds for their data projects than other important work, including improving program quality.

## KNOWLEDGE DEVELOPMENT AND DISSEMINATION

A highlight of 2015 was the publication of a Wallace Perspective on afterschool system building. The report, *[Growing Together, Learning Together: What Cities Have Discovered About Building Afterschool Systems](#)*, updates a 2008 Perspective to offer a digest of the latest thinking on how to build and sustain an afterschool system, along with discussion of the challenges and opportunities that lie ahead for the field.

As part of its system building efforts, Wallace in 2009 began to help a group of nonprofit afterschool program providers in Chicago sharpen their financial know-how and skills. An outgrowth of this venture was the development of a website with a variety of free financial management tools for nonprofits. The site, [www.strongnonprofits.org](http://www.strongnonprofits.org), which is housed within Wallace's own website, has proved to be an unexpected hit. In 2015, three of its features made the list of the top 10 downloads from Wallace's website. The most popular item, with close to 24,000 downloads, was a spreadsheet tool, the [Program-Based Budget Builder](#), accompanied by an instructional video.

## LOOKING AHEAD

The Wallace Afterschool System Building initiative is scheduled to conclude in mid-2017, but tools, reports and other resources from the effort are expected over coming years. In addition, much of what was learned through the system building initiative is being incorporated in a new endeavor Wallace expects to unveil in late 2016—an initiative to help children in both afterschool programs and schools develop their social and emotional skills. ■

# SUMMER AND EXPANDED LEARNING

Can high-quality summer learning programs make a difference in the lives of poor children? And during the school year, can the many hours when kids are not in the classroom be filled with opportunities for learning and enrichment? To help answer these questions, Wallace in recent years has supported a number of summer and expanded learning efforts.

The **National Summer Learning Project**, begun in 2011, has two goals: to provide children from low-income homes with free, high-quality, school district-led summer programs that offer a mix of academic instruction and enrichment, and to develop credible evidence about whether and how these programs help students succeed in school. The effort is at work in five urban school districts—Boston, Dallas, Duval County (Jacksonville, Fla.), Pittsburgh and Rochester, along with enrichment partners—and is the subject of an extensive ongoing outcome and implementation evaluation by the RAND Corporation.

The **Power Scholars Academy** effort is testing how organizations with mutual interests and complementary strengths can work together to establish and expand high-quality summer programs. In 2013, Wallace began supporting a partnership between the YMCA of the USA (Y-USA) and BELL (Building Educated Leaders for Life), an expanded learning program provider. The Y, with 2,700 affiliates across the U.S., offered deep reach into neighborhoods throughout the nation, especially disadvantaged communities; BELL offered a promising summer learning program model. The resulting Power Scholars Academy was launched as a pilot in 2013 with 300 students in three communities. It has expanded and been refined yearly since then.

During the Great Recession and its immediate aftermath, Wallace began supporting **seven expanded learning** organizations to help them not only weather the economic storm but also expand their reach, while maintaining the quality of their programming. Three of the organizations—BELL, Higher Achievement and Horizons National—are summer learning providers, while two, Citizen Schools and ExpandedEd Schools (formerly The After-School Corporation, or TASC), operate afterschool programs during the school year. Communities In Schools works to prevent students from dropping out of school by bringing together services ranging from healthcare to academic and enrichment activities. Say Yes to Education works with schools, government agencies, nonprofits and others to increase students' access to support services and afterschool and summer programs in Syracuse, N.Y., and Buffalo.

## OVERVIEW OF 2015—DEVELOPMENTS AND CHALLENGES

### NATIONAL SUMMER LEARNING PROJECT

In fall 2016, RAND [released findings](#) about the impact of two summers of programming (2013 and 2014) on student outcomes. RAND found that students with high attendance benefited in math, reading and in the development of social and emotional skills, compared to a control group. The findings, which RAND considers educationally meaningful, are important because low-income students lose ground in the summer relative to wealthier peers. Until these findings, little had been known about the impact of programs run by urban districts and their partners.

During the final phase of the National Summer Learning Project, Wallace is focusing on helping the districts and their enrichment partners sustain the progress they have made. This means supporting them in developing the strategies, resources and collaborations that can help them realize their vision for summer learning in their communities. Their efforts to sustain progress include: connecting sum-

mer learning to broader district and community priorities; institutionalizing effective practices (such as beginning preparations for summer programming in the early winter at the latest, and hiring summer teachers with relevant grade-level experience); and using study findings to continue improving features, such as program quality and student attendance, that are key to student benefits.

### POWER SCHOLARS ACADEMY

The Power Scholars Academy continued to grow in 2015, reaching almost 2,400 students in 23 communities. Y-USA and BELL worked to overcome challenges identified in an independent evaluation of the academy. In particular, the partners created standards and procedures to ensure fidelity to BELL’s summer-learning model but also give local affiliates the flexibility they need to adapt the model to local conditions. For example, the partners issued guidelines that identify areas such as curriculum design that require adherence to national program requirements as well as areas (such as the content of enrichment activities) where affiliates have room for creativity. The project also engaged local Ys earlier during the school year to give them time to plan and prepare for summer programs. Y-USA and BELL aim to expand Power Scholars Academy to 10,000 children in 59 communities by summer 2017. In addition, the partners introduced the “Power Scholars Academy Camp,” a program that incorporates promising BELL practices into existing summer programs at Ys.

### EXPANDED LEARNING OPPORTUNITIES

Over the years, the expanded learning organizations have streamlined and strengthened their operations, planned for growth, adapted their program models, launched partnerships and enhanced data collection and analysis. They have also taken part in a number of studies to help determine whether and how expanded learning can help close opportunity gaps between children from low-income homes and children from wealthier families. In 2015, the expanded learning organizations spent much of their time completing internal evaluations and working together to devise strategies to address the challenges these evaluations reveal.

All organizations demonstrated significant growth in the period when they received Wallace funding, reaching more children in 2015 than they did before Wallace support began.

#### EXPANDED LEARNING: CHILDREN SERVED BEFORE WALLACE FUNDING BEGAN AND IN 2015

PROGRAM	ENROLLMENT BEFORE THE EXPANDED LEARNING EFFORT*	SCHOOL YEAR '14-15 OR SUMMER 2015
BELL	3,008	13,336
Higher Achievement	594	1,201
Horizons	1,689	3,989
Citizen Schools	1,441	4,877
ExpandEd Schools	382	2,545
Communities in Schools**	1,255,947	1,499,646
Say Yes	2,300	32,165

\*Wallace began supporting BELL, Higher Achievement and Horizons in 2010, the others in 2011.

\*\*Communities in Schools’ reach greatly exceeds other programs’ because CIS provides services to all children in the schools in its nationwide network.

Leadership transitions in school districts and a lack of local funding led to a decline in the number of students Say Yes and ExpandEd Schools served in 2015 compared with the previous year. Their experiences highlight the key role local conditions play in the expansion of large-scale expanded-learning programs.



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Wallace devoted much effort in 2015 to researching and developing a new initiative in social and emotional learning, or SEL, that will build on lessons learned in the foundation's summer and expanded learning work, as well as its afterschool ventures. The effort is expected to focus on aligning SEL efforts in schools and afterschool.

#### **KNOWLEDGE DEVELOPMENT AND DISSEMINATION**

*Foundations for Young Adult Success: A Developmental Framework*, a report by researchers at the University of Chicago, was perhaps the year's most important Wallace-commissioned publication regarding summer and expanded learning. Indeed, it will help undergird the new SEL initiative. Drawing on theory, practice and research from several fields to help determine non-academic skills that children need to succeed as adults, the study identifies four qualities that can contribute to children's and teens' future success and that adults can help young people develop: self-regulation, knowledge and skills, mindsets and values.

Another report, *Putting Collective Impact Into Context: A Review of the Literature on Local Cross-Sector Collaboration to Improve Education*, published by Teachers College at Columbia University, reviews research on collaborations to improve public education that seek to bring together players from a number of different sectors. The authors suggest that current collaborations could have better outcomes than past ones for several reasons, including that many cities are embracing the notion that they, rather than the federal government, are the best arena for creative solutions to major problems.

#### **LOOKING AHEAD**

In the National Summer Learning Project, additional publications and tools are scheduled for coming years, including a look at the long-term impact of the summer programming in 2013 and 2014 through 2017. Topics for other publications include: guidance on how to plan and implement summer programs; an analysis of what policies support or constrain summer programming; advice on institutionalizing effective practices and linking summer to community priorities; and an analysis of summer learning loss among participating students.

The work with the Power Scholars Academy and other efforts spurred Wallace to take a broader look at how partnerships can help expand beneficial programming. We commissioned Diffusion Associates, a research and consulting firm, to explore 45 partnerships, including the Power Scholars Academy, and the ways in which they make the best of the strengths of their individual organizations and deliver high-quality services to as many people as possible. Diffusion Associates is scheduled to publish its findings in 2017.

The seven expanded learning organizations are carrying out a number of strategies that seek to ensure the sustainability of their efforts, including capital campaigns, paid services and cost-sharing agreements with school districts. Some await the results of Wallace-supported studies in 2017 to help inform future improvement efforts. ■

# ARTS FOR YOUNG PEOPLE

Wallace's Arts for Young People initiative has been working since 2012 with the Boys & Girls Clubs of America (BGCA) to provide arts programming to tweens beyond the school day. The initiative is helping BGCA, which serves more than 4.2 million children and teens, to establish high-quality pilot arts programs in 12 of its clubhouses. In addition, independent researchers are studying the work. The lessons they gather will help BGCA determine how it might expand its arts efforts to reach many more young people across the country through its federation of 4,300 clubhouses; they could also help other youth-serving organizations seeking to bolster their arts offerings.

The work with BGCA is a part of a decade-old Wallace venture to respond to a decline in public school arts education that began in the late 1970s. The hope is to ensure that children from disadvantaged neighborhoods enjoy the same access to high-quality arts education as children from higher-income homes.

In 2014, BGCA began placing year-round arts programs in six clubhouses, two each in Milwaukee and Green Bay, Wis., and two in St. Cloud in neighboring Minnesota. The effort started with these clubhouses because of their readiness to participate in a pilot tween-arts program and their proximity to each other, an aid to exchange of ideas among those involved. Each of the clubhouses has based its work on 10 principles for successful afterschool arts programs laid out in *Something to Say*, a 2013 Wallace-commissioned study that examined exemplary afterschool arts programs around the nation and further drew on hundreds of interviews with young people and their families as well as the literature on both arts education and youth development. Each clubhouse has employed two teaching artists who offer classes throughout the school year in disciplines including dance, graphic design, visual arts, digital music, filmmaking and fashion design. Summer programs give students time and space to further develop their skills and offer introductory courses that expose new students to these arts.

The researchers are seeking answer two key questions. First, can a national youth-serving organization such as BGCA, which offers its young members sports, recreation and many other types of activities, create arts programs using the *Something to Say* principles, which are derived from afterschool programs focused exclusively on the arts? Second, can the model for doing this be expanded to other BGCA sites and be sustained?

## OVERVIEW OF 2015—DEVELOPMENTS AND CHALLENGES

Early reports from researchers suggest that the six clubhouses have successfully incorporated all 10 *Something to Say* principles into their new arts programs. They further suggest that the first principle—that instructors should be professional, practicing artists—contributes significantly to youth engagement and support from parents. Local club leaders also acknowledge the benefits of having professional artists as program staff members because of their passion, professionalism and ability to inform young people about career possibilities.

The model has faced challenges, too. Some teaching artists have impeccable artistic credentials, but little experience working with young people. The clubs are therefore offering teaching artists professional development to bolster teaching skills. Clubs have also had some trouble recruiting and retaining tweens. They have sought to address this through digital and school-based marketing as well as incen-

tives such as trips to art museums and professional performances. It is important to note that tweens can be a difficult group to recruit and retain; their interests tend to shift, and tweens are often particularly influenced by their peers.

## LOOKING AHEAD

The six BGCA clubs will continue implementing and refining their programs through 2016. They are, for example, designing new recruiting, interviewing and training techniques to help ensure teaching artists have the skills necessary to work with young people. One issue we expect to come to the fore is operating and financial fundamentals: What is the annual cost of providing a great arts experience to young people, and how does that compare with other programming costs? How long does it take to launch a program? And how many clubs can launch and sustain a program? We do not know the answers yet, but we hope the six clubs' experiences will help other organizations reduce per-participant costs, shorten learning curves and create sustainable, engaging arts programs. These experiences are expected to be documented in a public report. ■

# BUILDING AUDIENCES FOR SUSTAINABILITY

Since its earliest days as a national foundation in the 1990s, Wallace has been committed to helping arts institutions thrive so that more people can reap the benefits of the arts.

The Building Audiences for Sustainability initiative, launched in early 2015, grows out of that commitment. Wallace is supporting 26 performing arts organizations as they conduct a variety of activities aimed at attracting new audiences while retaining existing ones, and doing so in ways that contribute to their overall financial health. The hope is not only to help the grantee arts organizations take challenging audience-building steps but also to develop insights and information that other arts organizations nationwide can use to expand their audiences.

The participants, which range from dance and opera companies to orchestras, theaters and multidisciplinary arts organizations, represent 14 states and the District of Columbia. Their work builds on earlier foundation endeavors, notably the Wallace Excellence Awards, which supported 56 arts organizations from 2006 to 2014 in carrying out projects that sought to diversify audiences, attract non-attendees thought to be interested in the art form, or encourage current audience members to attend more often. That initiative concluded with some encouraging results. Organizations seeking to increase their overall audience size saw median gains of 27 percent, for example. It also served up food for thought for the field. A major report, *The Road to Results*, which was based on case studies of 10 Wallace Excellence Award organizations, detailed nine practices employed by successful audience-building efforts that focus on two aims: providing gateways to engaging arts experiences, and aligning the organization to support those efforts.

## OVERVIEW OF 2015—DEVELOPMENTS AND CHALLENGES

The Building Audiences for Sustainability organizations are working to build on and improve their endeavors as they go along. Each group designs an audience-building project informed by research, implements the project, assesses the results and then uses what it has learned to shape future efforts. Most organizations began the initiative with a rough idea of which population they wanted to attract. Many sought to bring younger people into the fold. Others set out to cultivate diverse audiences that reflected the demographics of their cities or to encourage occasional visitors to return more often—to move them, for example, from enjoying not only familiar fare but more modern, original works as well.

Almost all organizations began their work with market research to better understand their target groups and develop plans to engage them. Some are presenting new art that they believe might be especially appealing to the target audience. Others are offering work in new ways, presenting their pieces in smaller venues, for example, to respond to market research suggesting that younger audience members prefer greater intimacy in the performances.

Many organizations are experimenting with pre- and post-show events to provide context for their art and give audiences opportunities to socialize and interact with artists. Some are offering discounts to first-time visitors to see if they can entice newcomers to become more regular attendees. Several organizations are using new technologies to promote their offerings.



The organizations plan to apply the lessons as they proceed with their work. For example, many organizations underestimated the amount of time and effort necessary to track audiences and measure results. A number of them have now developed new procedures and are taking advantage of technology to ensure they collect the data they need to improve their results.

## KNOWLEDGE DEVELOPMENT AND DISSEMINATION

In 2015, Wallace released four case studies examining strategies Wallace Excellence Award recipients used to build audiences. These studies describe how The Clay Studio in Philadelphia and the Pacific Northwest Ballet in Seattle brought in younger audiences, how the Seattle Opera experimented with technology to encourage current audience members to attend more often and how the Fleisher Art Memorial in Philadelphia created a more welcoming atmosphere to attract lower-income neighbors and recent immigrants in its community.<sup>1</sup>

We also released [\*Taking Out the Guesswork: A Guide to Using Research to Build Arts Audiences\*](#), which draws on the experiences of Wallace Excellence Award recipients to illustrate three ways arts organizations can use research: to learn about potential audiences, develop more effective promotional materials and assess progress toward audience-building goals.

Two series of videos on the Wallace website give additional texture to these works. In [\*Removing the Hurdles Between Audiences and the Arts\*](#), leaders of The Clay Studio and the Fleisher Art Memorial describe how they engaged new, more diverse audiences. [\*Arts Leaders Share Ideas for Building Audiences\*](#) explores how an arts organization can win new audiences without losing its vision or longtime supporters.

## LOOKING AHEAD

A team headed by Francie Ostrower, a professor at the University of Texas at Austin and expert in cultural participation, is studying the work of the 26 arts organizations. The six-year research project is expected to yield a number of reports examining questions including how the arts organizations designed and implemented their projects, whether the organizations made and sustained audience gains, and how the gains contributed to the organizations' overall financial health. The first report in the series, a review of research regarding audience building and financial health in the nonprofit performing arts sector, is scheduled to be published in 2017. ■

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<sup>1</sup> Bob Harlow, [\*Extending Reach with Technology: Seattle Opera's Multipronged Experiment to Deepen Relationships and Reach New Audiences\*](#), Bob Harlow Research and Consulting, LLC, March 2015.

Bob Harlow and Tricia Heywood, [\*Getting Past "It's Not For People Like Us": Pacific Northwest Ballet Builds a Following with Teens and Young Adults\*](#), Bob Harlow Research and Consulting, LLC, March 2015.

Bob Harlow and Tricia Heywood, [\*Opening New Doors: Hands-On Participation Brings a New Audience to The Clay Studio\*](#), Bob Harlow Research and Consulting, LLC, August 2015.

Bob Harlow, [\*Staying Relevant in a Changing Neighborhood: How Fleisher Art Memorial is Adapting to Shifting Community Demographics\*](#), Bob Harlow Research and Consulting, LLC, August 2015.

# Public Outreach

The Wallace Foundation designs initiatives to both benefit our grant recipients and tackle questions that, if answered, could promote progress in the fields where we work. With independent researchers, we document what we've learned in reports, videos, infographics and other materials, then make these resources broadly available to improve policy and practice in education, the arts, afterschool, and summer and expanded learning. Our knowledge dissemination efforts, therefore, are key to helping us contribute to field progress.

## PUBLICATIONS AND PRODUCTS

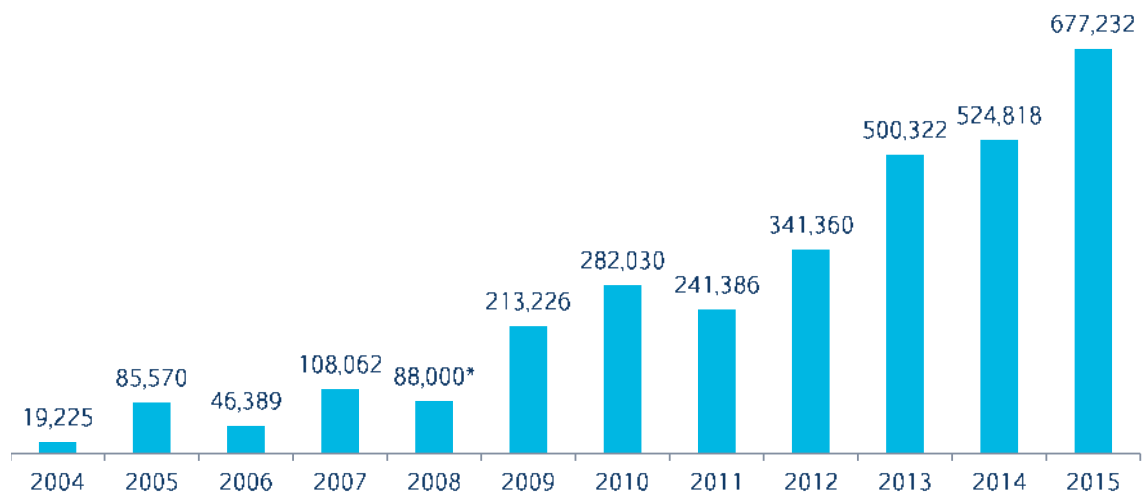
In 2015, we issued more than 40 publications and videos and 10 associated products that examine our grantees' experiences and offer ideas for others working in their fields. In addition to the reports and features mentioned elsewhere, two highlights are:

- [\*School Leadership in Action: Principal Profiles\*](#), a collection of videos that bring to life the five key practices of exemplary principals; and
- A [series of videos in which six school superintendents](#) discuss their efforts to develop effective principals and offer advice for other superintendents.

## ON THE WEB

Downloads of knowledge products from our website grew across all our topic areas in 2015, with an overall increase of nearly 30 percent to a total of about 677,000. These downloads came from more than 950,000 visits to our website.

## Downloads from wallacefoundation.org



\*Estimated

School leadership, where we have developed our largest store of knowledge, continues to be our most popular topic area. [How Leadership Influences Student Learning](#), a landmark 2004 examination of the effects of school leadership on student achievement, was downloaded more than 75,000 times in 2015 and remains Wallace’s most downloaded item. The following charts list the five most frequently downloaded resources in our areas and describe the insights they contribute to the field.

## TOP DOWNLOADS IN 2015

SCHOOL LEADERSHIP				
REPORT	PUBLISHING ORGANIZATION	CONTRIBUTION TO FIELD LEARNING	DOWNLOADS IN 2015	DOWNLOADS SINCE RELEASE
<i>How Leadership Influences Student Learning (2004)</i>	Universities of Minnesota and Toronto	Demonstrates that leadership is second only to teaching among school-related factors affecting student learning	75,789	417,779
<i>The School Principal as Leader: Guiding Schools to Better Teaching and Learning (2012)</i>	The Wallace Foundation	Identifies five evidence-based practices that can help make principals effective school leaders	70,393	212,141
<i>The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership (2010)</i>	Southern Regional Education Board	Demonstrates that school improvement requires state capacity building, district vision and strong principal leadership	22,975	48,220
<i>Learning from Leadership: Investigating the Links to Improved Student Learning (2010)</i>	Universities of Minnesota and Toronto	Largest study of education leadership to date confirms that effective school leadership is linked to student achievement	19,640	70,683
<i>The Making of the Principal: Five Lessons in Leadership Training (2012)</i>	The Wallace Foundation	Identifies practices linked to effective principal preparation, including selective admission to pre-service programs and training focused on instruction and leading change	15,835	50,228

## TOP DOWNLOADS IN 2015

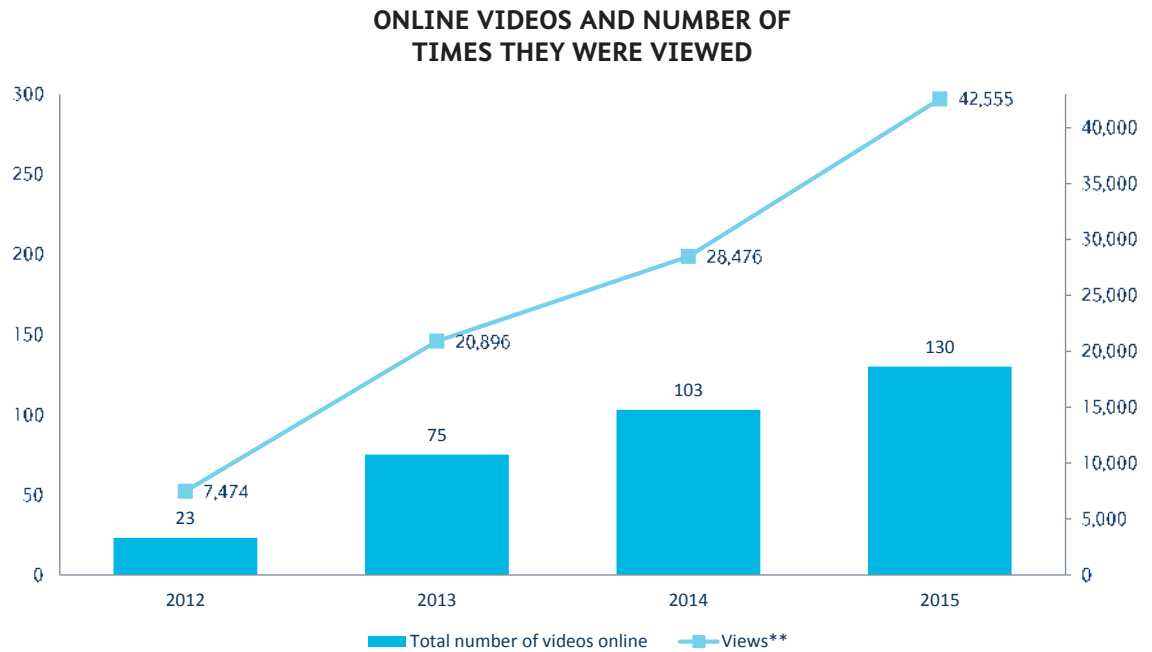
AFTERSCHOOL, SUMMER AND EXPANDED LEARNING				
REPORT	PUBLISHING ORGANIZATION	CONTRIBUTION TO FIELD LEARNING	DOWNLOADS IN 2015	DOWNLOADS SINCE RELEASE
<i>Program Based Budget Builder (2013)</i>	FMA	A budget template for nonprofits	23,208	39,796
<i>A Five-Step Guide to Budget Development (2013)</i>	FMA	A guide to nonprofit budget development	17,808	31,381
<i>Making Summer Count: How Summer Programs Can Boost Children's Learning (2011)</i>	RAND	Synthesizes information about summer learning loss and how to mitigate it	10,607	28,376
<i>Getting Started With Market Research for Out-of-School Time Planning (2007)</i>	Market Street Research	A guide to how afterschool programs can use market research to meet needs and understand barriers to participation	7,098	18,029
<i>Checklist for Monthly Closing Process (2013)</i>	FMA	A spreadsheet listing sample monthly financial closing activities	6,259	7,576

## TOP DOWNLOADS IN 2015

ARTS				
REPORT	PUBLISHING ORGANIZATION	CONTRIBUTION TO FIELD LEARNING	DOWNLOADS IN 2015	DOWNLOADS SINCE RELEASE
<i>Services to People: Challenges and Reward. How Museums Can Become More Visitor-Centered (2001)</i>	The Wallace Foundation	Suggests ways in which museums can attract new visitors without compromising quality	9,844	19,515
<i>The Road to Results: Effective Practices for Building Arts Audiences (2014)</i>	The Wallace Foundation	Details nine practices for expanding audiences derived from case studies of successful audience-building work in Wallace's Excellence Awards effort	9,258	15,344
<i>The Road to Results Infographic (2014)</i>	The Wallace Foundation	Depicts the nine practices in <i>Road to Results</i>	4,808	8,481
<i>Taking Out the Guesswork: A Guide to Using Research to Build Arts Audiences (2015)</i>	The Wallace Foundation	Describes how market research can help arts organizations better understand audiences, identify barriers to attendance, test marketing materials and monitor progress	4,636	4,636
<i>Cultivating Demand for the Arts: Arts Learning, Arts Engagement and State Arts Policy (2008)</i>	RAND	Finds that reversing declining participation in the arts will require more and better arts education because early engagement in the arts is the best predictor of later participation	4,358	19,813

## VIDEOS

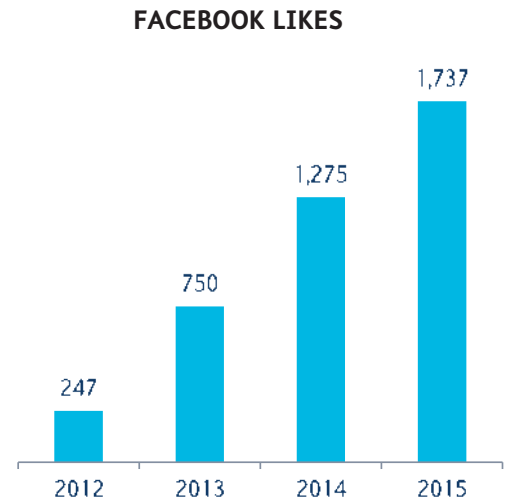
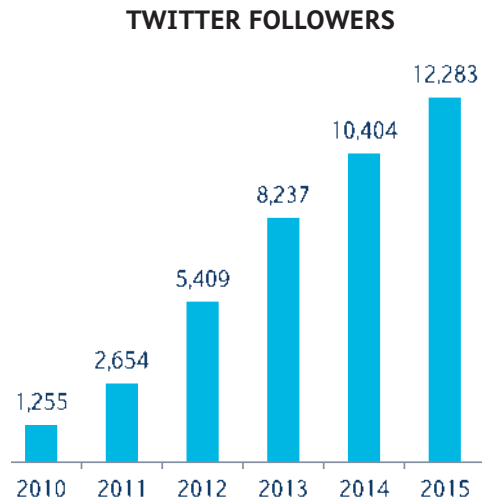
On our YouTube channel we feature 130 videos, which were viewed more than 42,000 times in 2015.



*\*\*Previous annual reports incorrectly reported the number of views for 2012, 2013 and 2014, counting views for some but not all of the videos we posted online. The revised figures shown here report the total number of annual views for all online videos.*

## SOCIAL MEDIA

Our social media efforts continued to gather steam in 2015, with increases in our Facebook and Twitter followings comparable to those we saw in 2013 and 2014.

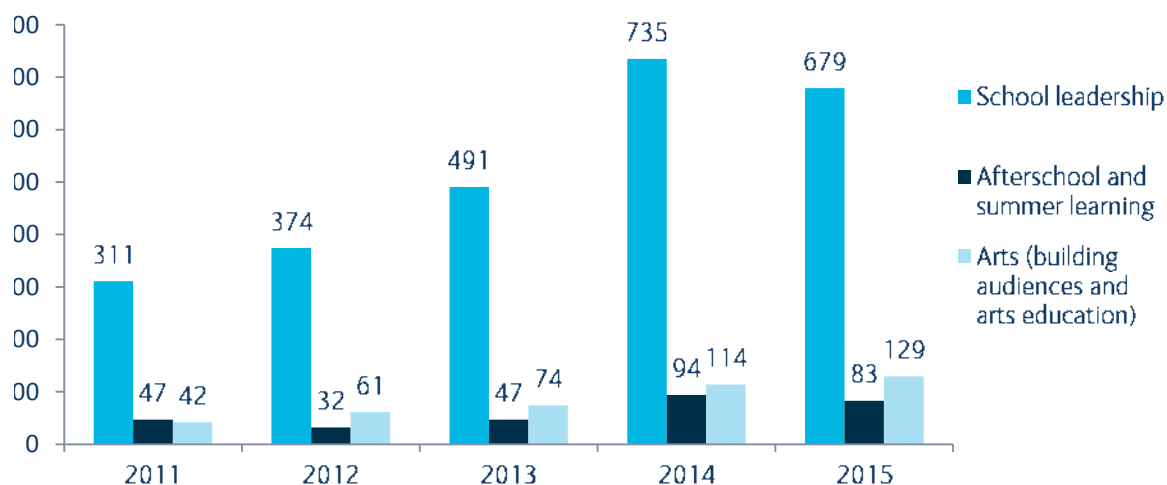




## CITATIONS

Citations in scholarly reports of Wallace-commissioned work, as tracked by Google Scholar, are an important indicator of the value others place in the research we commission and fund. The total number of citations since 2007, when we began measuring them, grew to 6,420 by the end of 2015. The chart below shows new citations of our work in each of our major topic areas by year.

ANNUAL GROWTH IN CITATIONS BY TOPIC AREA



## MEDIA APPEARANCES AND NOTABLE MENTIONS

“Want Reform? Principals Matter, Too,” an op-ed by Wallace President Will Miller in *The New York Times*, was so widely shared that “principals matter” trended on Twitter, with 1,333 users tweeting 1,454 times about the piece, reaching more than 2 million accounts. The article was shared 8,712 times.

Meanwhile, 41 news outlets covered the launch of our new arts initiative, including *The New York Times*, *The Washington Post* and the *Los Angeles Times*. In addition, the release of *Foundations for Young Adult Success*, a report offering a comprehensive look at what research, theory and practice identify as the building blocks children need for success as adults, was covered in 19 outlets including *Education Week*, *National Journal*, and *Politico Morning Education*.

Government leaders and policymakers are also taking note of the lessons learned from Wallace initiatives. The head of the Congressional Research Service invited Wallace to brief staff members on our work in education leadership so they could incorporate it into briefings for members of Congress. A Capitol Hill briefing on the report *Developing Excellent School Principals to Advance Teaching and Learning* drew 200 policymakers, association leaders and others from 17 states. The report’s author, political scientist Paul Manna, also addressed a joint meeting on education leadership held by the Council of Chief State School Officers and the National Governors Association and attended by representatives from 30 states.

## LOOKING AHEAD

We will continue our focus on making credible, nonpartisan and practical information available to the practitioners, policymakers and influencers in the fields in which we work, both directly and through our partnerships with professional associations and issue organizations. ■

# NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)

## AFTERSCHOOL

### PUBLICATIONS

#### **HOW CITIES ARE SUSTAINING THEIR AFTERSCHOOL SYSTEMS**

This *AfterSchool Today* article highlights key considerations that go into sustaining afterschool systems.

#### **THE SKILLS TO PAY THE BILLS: AN EVALUATION OF AN EFFORT TO HELP NONPROFITS MANAGE THEIR FINANCES**

Examining two models for improving the financial management skills and practices of nonprofit afterschool providers, this report finds that both helped participating nonprofits with their financial management.

#### **GROWING TOGETHER, LEARNING TOGETHER**

A Wallace Perspective details four elements—strong leadership, coordination, effective use of data and a comprehensive approach to quality—that current evidence and experience suggest are essential to a developing a successful afterschool system.

## ARTS

### PUBLICATIONS

#### **EXTENDING REACH WITH TECHNOLOGY: SEATTLE OPERA'S MULTIPRONGED EXPERIMENT TO DEEPEN RELATIONSHIPS AND REACH NEW AUDIENCES**

This case study shows how the Seattle Opera experimented with technology such as behind-the-scenes videos, interactive lobby displays and simulcasts to enhance the audience experience.

#### **OPENING NEW DOORS: HANDS-ON PARTICIPATION BRINGS A NEW AUDIENCE TO THE CLAY STUDIO**

Short classes, flexible schedules, new communications strategies and informal “Date Nights” helped Philadelphia’s The Clay Studio attract new, younger audiences, this case study finds.

#### **STAYING RELEVANT IN A CHANGING NEIGHBORHOOD: HOW FLEISHER ART MEMORIAL IS ADAPTING TO SHIFTING COMMUNITY DEMOGRAPHICS**

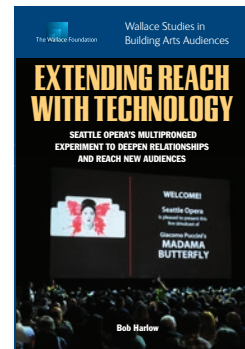
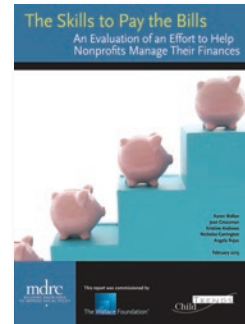
By fostering a more welcoming environment, Philadelphia’s Fleisher Art Memorial made headway in serving people of diverse economic, social and ethnic backgrounds in its neighborhood.

#### **GETTING PAST “IT’S NOT FOR PEOPLE LIKE US”: PACIFIC NORTHWEST BALLET BUILDS A FOLLOWING WITH TEENS AND YOUNG ADULTS**

A Seattle-based ballet company managed to build new interest in traditional and contemporary ballet among an elusive audience—teens and twenty-somethings.

#### **TAKING OUT THE GUESSWORK: A GUIDE TO USING RESEARCH TO BUILD ARTS AUDIENCES**

This practical guide shows arts organizations how they can use research to learn about their audience, create effective promotional materials and monitor results of their efforts.



## VIDEOS

### **REMOVING THE HURDLES BETWEEN AUDIENCES AND THE ARTS**

Leaders of two Philadelphia arts organizations, The Clay Studio and Fleisher Art Memorial, describe in this series of videos how they worked to attract new, more diverse audiences.

### **ARTS LEADERS SHARE IDEAS FOR BUILDING AUDIENCES**

This video presents excerpts from a conversation in October 2014 in which arts leaders offered their views about how arts organizations can attract new audiences without losing their artistic vision or longtime supporters.

## SCHOOL LEADERSHIP

### PUBLICATIONS

#### **EXPERIENCE MAKES A GREAT TEACHER**

This article, which appeared in *JSD*, a professional-learning journal for educators, profiles a New York City program that connects veteran principals with novices to help build the skills of emerging school leaders.

#### **TAKING CHARGE OF PRINCIPAL PREPARATION: A GUIDE TO NYC LEADERSHIP ACADEMY'S ASPIRING PRINCIPALS PROGRAM**

To strengthen their efforts, principal preparation programs should consider training their students to meet clear standards for principal performance, tailoring curricula to district needs and responding to feedback from alumni.

#### **MAKING SPACE FOR NEW LEADERS**

This article, written for *Principal Leadership*, examines ways in which some principals are working to help groom the next generation of school leaders while also meeting their schools' needs.

#### **NINE PRINCIPALS SHARE THEIR SUCCESSFUL STRATEGIES FOR SCHOOL LEADERSHIP**

This article from *Principal* magazine shows how nine principals put into action five practices of effective school leadership.

#### **BUILDING PRINCIPAL PIPELINES: A STRATEGY TO STRENGTHEN EDUCATION LEADERSHIP**

An update on Wallace's Principal Pipeline Initiative shows how school districts are working to produce a large and steady supply of top-notch school principals and support them in their jobs.

#### **DEVELOPING EXCELLENT SCHOOL PRINCIPALS TO ADVANCE TEACHING AND LEARNING: CONSIDERATIONS FOR STATE POLICY**

This report by political scientist Paul Manna identifies six policy levers states could use to improve school leadership.

#### **MAKING TIME FOR INSTRUCTIONAL LEADERSHIP**

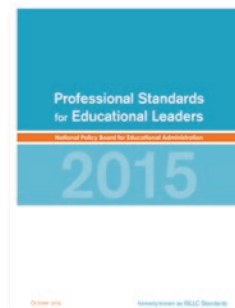
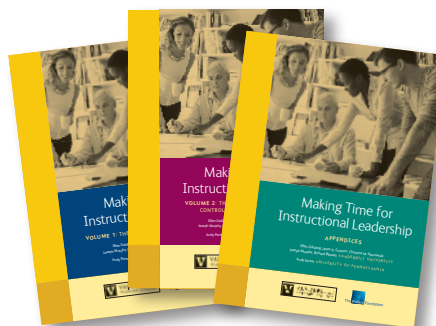
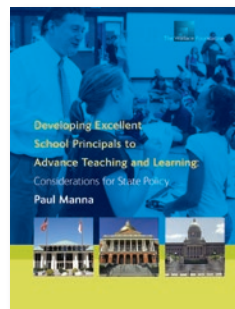
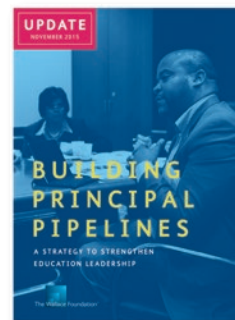
A series of three reports describes how the SAM process, an approach to help principals focus on classroom instruction, has evolved over time.

#### **PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS 2015**

The National Policy Board for Educational Administration updates school leadership standards first developed in 1996 and spells out 10 essentials for principals, including the ability to support rigorous instruction.

#### **MODEL PRINCIPAL SUPERVISOR PROFESSIONAL STANDARDS 2015**

The first-ever set of standards for principal supervisors, developed by the Council of Chief State School Officers, suggests that these managers focus on supporting principals rather than overseeing compliance with central-office regulations.



## VIDEOS

### **SIX SUPERINTENDENTS' EXPERIENCES BUILDING PRINCIPAL PIPELINES**

In this series of eight videos, superintendents of six school districts discuss lessons they have learned participating in Wallace's Principal Pipeline Initiative and offer tips for other districts.



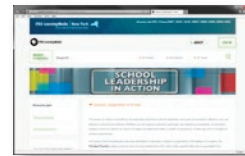
### **STATE POLICY TO DEVELOP EXCELLENT PRINCIPALS: A WASHINGTON BRIEFING**

This series features Paul Manna, author of a Wallace report on considerations for state policy-makers working to improve school leadership, as he discusses state policy and the principalship with other educators at an event in Washington, D.C.



### **SCHOOL LEADERSHIP IN ACTION: PRINCIPAL PRACTICES**

This website uses a PBS documentary (commissioned by Wallace) to illustrate five practices that can help school leaders succeed.

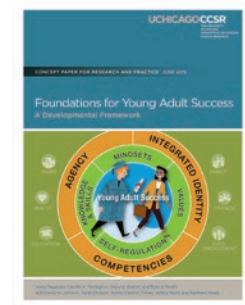


## SUMMER AND EXPANDED LEARNING OPPORTUNITIES

### PUBLICATIONS

#### **FOUNDATIONS FOR YOUNG ADULT SUCCESS: A DEVELOPMENTAL FRAMEWORK**

University of Chicago researchers describe non-academic elements such as self-regulation and self-awareness that children need for success as adults.

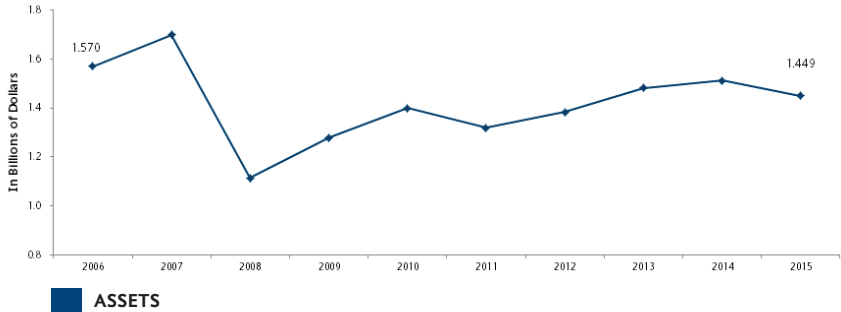


#### **PUTTING COLLECTIVE IMPACT INTO CONTEXT: A REVIEW OF THE LITERATURE ON LOCAL CROSS-SECTOR COLLABORATION TO IMPROVE EDUCATION**

In this working paper, a Teachers College research team conducts a critical review of research on local, cross-sector collaborations to improve public education and points to key obstacles such efforts have faced.

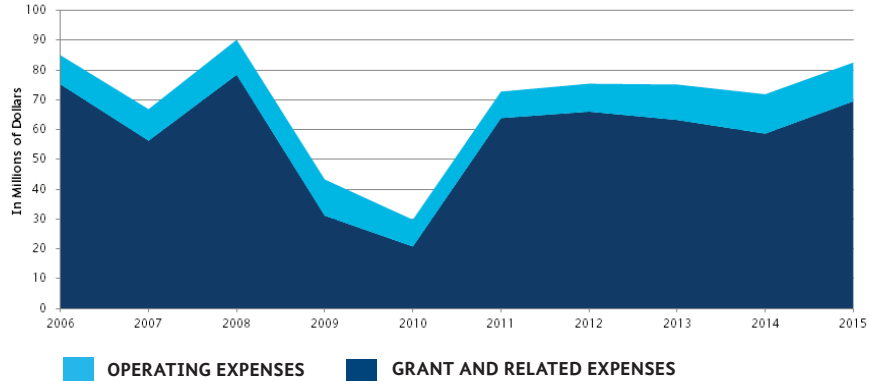
# FINANCIAL OVERVIEW

## INVESTMENT ASSETS



Our portfolio totaled \$1.449 billion on December 31, 2015, which was \$63 million lower than December 31, 2014. This reflected \$78 million in grants and expenses that we paid in 2015, which was partially offset by market appreciation of \$15 million. Over the last 10 years we paid a total of \$705 million in grants and expenses.

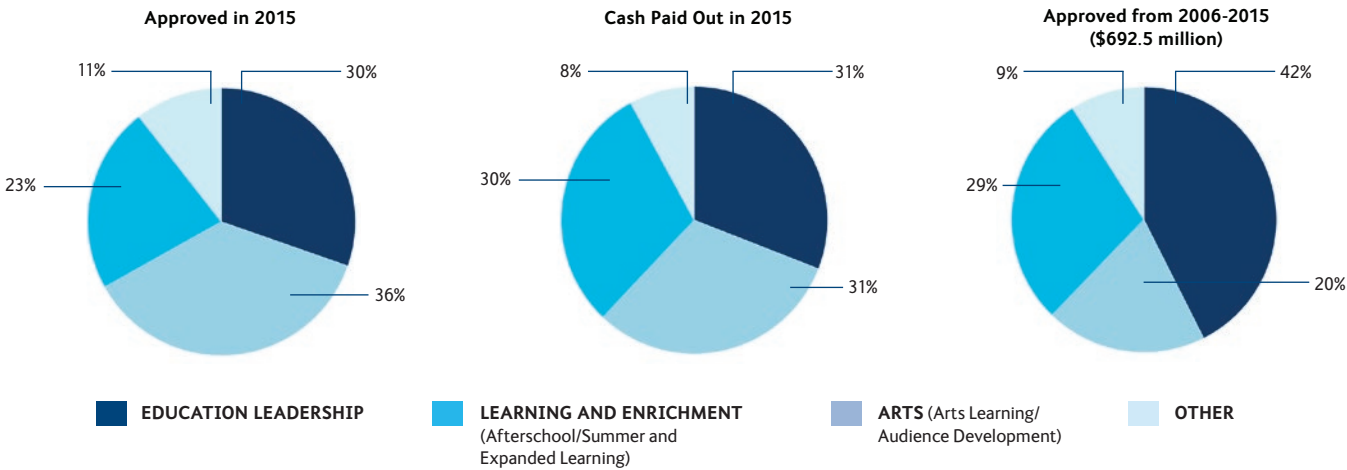
## WALLACE'S EXPENSES OVER A DECADE



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.

## 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 2015; the second shows grants/expenses paid in 2015 (including grants approved in earlier years); the third shows the total grant amounts approved since 2006.





# PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2015 to advance Wallace’s work in its areas of afterschool, arts education, audience development for the arts, school leadership, and summer and expanded learning. In most of these areas, our approach and expenditures are grouped largely 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.



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.

## PRINCIPAL PIPELINE INITIATIVE

### 1. DEVELOP INNOVATION SITES

These grants and contracts support Wallace’s Principal Pipeline Initiative, which is working with six school districts to improve the pre-service training, hiring, and on-the-job-evaluation and support of principals, and then study the results for students.

Organization / IRS name, if different (City, State)	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS</b> (Reston, Va.)—To organize a professional learning community for principals.	\$500,000	\$500,000	\$0	\$500,000	\$0
<b>NEW LEADERS, INC.</b> (New York, N.Y.)—To provide technical assistance to the Principal Pipeline Initiative’s professional learning community.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>THE NYC LEADERSHIP ACADEMY, INC.</b> (Long Island City, N.Y.)—To provide technical assistance to the Principal Pipeline Initiative’s professional learning community.	\$30,000	\$30,000	\$0	\$30,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including organization of learning community meetings.	\$355	\$355	\$0	\$355	\$0

## 2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>BOARD OF TRUSTEES ILLINOIS STATE UNIVERSITY</b> (Normal, Ill.)—To fund research at the Center for the Study of Education Policy about new teacher leadership endorsement programs.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.)—To conduct an evaluation of the Principal Pipeline Initiative.	\$4,150,000	\$650,000	\$2,400,000	\$200,000	\$1,550,000
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—To conduct a cost study of the Principal Pipeline Initiative.	\$563,500	\$0	\$300,000	\$113,000	\$150,500
<b>THE NYC LEADERSHIP ACADEMY</b> (New York, N.Y.)—To develop a diagnostic tool that helps districts ensure equity of educational opportunity in schools.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>VANDERBILT UNIVERSITY</b> (Nashville)—To study the School Administration Manager program and determine the utility of a larger evaluation.	\$159,336	\$0	\$109,336	\$50,000	\$0
<b>OTHER RELATED EXPENSES</b> Activities including videotaping, editing, printing and dissemination of Wallace knowledge products.	\$40,512	\$40,512	\$0	\$39,262	\$1,250

## PRINCIPAL SUPERVISOR INITIATIVE

### 1. DEVELOP INNOVATION SITES

These grants and contracts support Wallace's Principal Supervisor Initiative, which is helping 14 urban school districts shift the principal supervisor role so that supervisors focus less on compliance matters and more on helping principals raise the quality of teaching and learning in schools.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>BALTIMORE CITY PUBLIC SCHOOLS</b> (Baltimore)—To participate in the Principal Supervisor Initiative.	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
<b>BANK STREET COLLEGE OF EDUCATION</b> (New York, N.Y.)—To develop the Leadership Center for Change.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>CLEVELAND BOARD OF EDUCATION</b> (Cleveland)—To participate in the Principal Supervisor Initiative.	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
<b>COUNCIL OF THE GREAT CITY SCHOOLS</b> (Washington, D.C.)—To provide technical assistance to districts participating in the Principal Supervisor Initiative.	\$600,000	\$600,000	\$0	\$600,000	\$0
<b>D.C. PUBLIC EDUCATION FUND</b> (Washington, D.C.)—To participate in the Principal Supervisor Initiative as a "leading district."	\$1,000,000	\$300,000	\$670,000	\$300,000	\$30,000
<b>DEKALB COUNTY SCHOOL DISTRICT</b> (Stone Mountain, Ga.)—To fund the district's last year participating in the Principal Supervisor Initiative.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT</b> (Des Moines)—To participate in the Principal Supervisor Initiative.	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
<b>LONG BEACH UNIFIED SCHOOL DISTRICT</b> (Long Beach, Calif.)—To participate in the Principal Supervisor Initiative.	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
<b>NEW LEADERS, INC.</b> (New York, N.Y.)—For activities including providing technical assistance to districts participating in the Principal Supervisor Initiative and two additional districts.	\$400,000	\$400,000	\$0	\$400,000	\$0

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>POLICY STUDIES ASSOCIATES</b> —To provide technical assistance to the Principal Supervisor Initiative's professional learning community on succession planning.	\$50,000	\$50,000	\$0	\$25,000	\$25,000
<b>PRINCE GEORGE'S COUNTY BOARD OF EDUCATION</b> (Upper Marlboro, Md.)—To provide technical assistance to districts participating in the Principal Supervisor Initiative.	\$300,000	\$300,000	\$0	\$300,000	\$0
<b>SPECIAL SCHOOL DISTRICT NO. 1</b> (Minneapolis)—To participate in the Principal Supervisor Initiative.	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
<b>THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA</b> (Pompano Beach, Fla.)—To participate in the Principal Supervisor Initiative.	\$1,700,000	\$1,700,000	\$0	\$1,700,000	\$0
<b>TULSA PUBLIC SCHOOL DISTRICT NO. 1</b> (Tulsa, Okla.)—To participate in the Principal Supervisor Initiative	\$800,000	\$0	\$770,000	\$0	\$30,000
<b>UNIVERSITY OF WASHINGTON</b> (Seattle)—To provide technical assistance to districts participating in the Principal Supervisor Initiative.	\$600,000	\$600,000	\$0	\$600,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including technical assistance to districts and management of school leadership projects.	\$173,609	\$75,363	\$11,354	\$139,055	\$23,200

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>MATHEMATICA POLICY RESEARCH, INC.</b> (Princeton, N.J.)—To conduct an evaluation of the Principal Supervisor Initiative.	\$2,618,000	\$118,000	\$0	\$1,300,000	\$1,318,000
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To produce a journalistic account about principal supervisor efforts in Tulsa and Washington, D.C.	\$55,000	\$55,000	\$0	\$33,220	\$21,780
<b>NEW LEADERS, INC.</b> (New York, N.Y.)—To produce a journalistic account of New Leaders' work with the University of Missouri at St. Louis.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>COUNCIL OF THE GREAT CITY SCHOOLS</b> (Washington, D.C.)—To analyze the role of principal supervisors.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>WNET</b> (New York, N.Y.)—To produce video accounts of districts' experiences in the Principal Supervisor Initiative.	\$70,000	\$70,000	\$0	\$70,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including technical assistance for the evaluation of the Principal Supervisor Initiative.	\$17,980	\$17,980	\$0	\$17,980	\$0

**UNIVERSITY PRINCIPAL  
PREPARATION INITIATIVE**

**1. DEVELOP INNOVATION SITES**

This new initiative, for launch in late 2016, seeks to help universities improve their programs to train future principals.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Waltham, Mass.) —To assist in use of the Quality Measures principal training program self-assessment tool in six districts.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION</b> (Charlottesville, Va.)—To help vet applicants for the University Principal Preparation Initiative.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>OTHER RELATED EXPENSES</b> —For research and other assistance to inform the development of the new initiative.	\$75,000	\$75,000	\$0	\$50,000	\$25,000

**2. DEVELOP AND SHARE KNOWLEDGE**

<b>AMERICAN ASSOCIATION FOR COLLEGES FOR TEACHER EDUCATION</b> (Washington, D.C.)—To survey universities about their principal training programs, determine their interest in reforming them and identify barriers to change.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC.</b> (Alexandria, Va.)—To survey school chiefs and determine their priorities for reform of university-based principal training programs.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES</b> (Washington, D.C.)—To produce a report on regulations for program accreditation and principal licensure in the 50 states.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>THE UNIVERSITY OF THE STATE OF NEW YORK</b> (Albany, N.Y.)—To review New York State regulations regarding university-based principal preparation programs.	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$0

**OTHER EDUCATION LEADERSHIP PROJECTS**

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION</b> (Washington, D.C.)—To disseminate knowledge about school leadership through webinars, publications and the organization’s national conference.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>ARABELLA ADVISORS</b> (Washington, D.C.)—To help build a learning community within the Education Leaders Network.	\$157,975	\$90,000	\$16,111	\$83,364	\$58,500
<b>EDUCATIONCOUNSEL, LLC</b> (Washington, D.C.)—For policy analysis, including assisting Wallace in considering potential avenues to help clarify permissible uses of funding under the federal Elementary and Secondary Education Act, as Congress works on its reauthorization.	\$48,000	\$48,000	\$0	\$48,000	\$0
<b>ETHNO PICTURES NFP</b> (Chicago)—To produce and distribute documentaries about successful school leadership efforts.	\$350,000	\$250,000	\$0	\$265,925	\$84,075
<b>PAUL F. MANNA</b> (Williamsburg, Va.)—To write a report on steps states can take to promote school leadership and to brief different audiences about them.	\$96,100	\$2,500	\$46,800	\$49,300	\$0
<b>SUSAN F. MOFFITT</b> (Needham, Mass.)—To write a report with Paul Manna on steps states can take to promote school leadership.	\$20,000	\$0	\$10,000	\$10,000	\$0
<b>NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS</b> (Reston, Va.)—To share ideas about school leadership with secondary school principals through speaking engagements and other means.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>NATIONAL CENTER ON EDUCATION AND THE ECONOMY</b> (Washington, D.C.)—To provide matching funds for a federal Investing in Innovation grant to the National Institute for School Leadership.	\$536,000	\$0	\$0	\$536,000	\$0
<b>NATIONAL CONFERENCE OF STATE LEGISLATURES</b> (Denver)—To share ideas about steps state governments can take to improve school leadership.	\$400,000	\$400,000	\$0	\$400,000	\$0
<b>NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES</b> (Washington, D.C.)—To share ideas about steps governors can take to improve school leadership.	\$400,000	\$400,000	\$0	\$400,000	\$0
<b>NEW TEACHER CENTER</b> (Santa Cruz, Calif.)—To provide matching funds for a federal Investing in Innovation grant.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—To conduct a nationally representative survey of school principals.	\$76,989	\$76,989	\$0	\$66,989	\$10,000
<b>WILLIAM MARSH RICE UNIVERSITY</b> (Houston)—To help establish the National Education Research-Practice Partnerships Network.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including management of school leadership projects, organization of policy briefings and printing, editing and dissemination of education leadership reports.	\$267,440	\$119,405	\$52,975	\$184,759	\$29,706
<b>TOTAL</b>	<b>\$27,305,796</b>	<b>\$18,019,104</b>	<b>\$4,386,576</b>	<b>\$19,562,209</b>	<b>\$3,357,011</b>

Our goal is to improve the quality and availability of afterschool programs in cities so that children and teens, especially those with the greatest needs, attend often enough to benefit.

**1. DEVELOP INNOVATION SITES**

CITYWIDE AFTERSCHOOL SYSTEMS – These grants and contracts support efforts in nine cities to develop and test coordinated citywide approaches to increasing participation in high-quality afterschool programs.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY</b> (Stanford, Calif.)—To provide technical assistance to the nine cities participating in the afterschool systems effort and to help manage the October 2015 meeting of Wallace’s Next Generation Afterschool System Building grantees.	\$375,000	\$75,000	\$179,002	\$195,998	\$0
<b>CITY AND COUNTY OF DENVER</b> (Denver)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$749,641	\$165,359	\$0
<b>CITY OF FORT WORTH</b> (Fort Worth)—To fund the city’s participation in the afterschool systems effort.	\$765,000	\$0	\$750,000	\$15,000	\$0
<b>CITY OF GRAND RAPIDS</b> (Grand Rapids, Mich.)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$750,000	\$165,000	\$0
<b>CITY OF ST. PAUL</b> (St. Paul)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$745,750	\$169,250	\$0
<b>COLLABORATIVE COMMUNICATIONS GROUP</b> (Washington, D.C.)—For activities including helping the nine cities in the afterschool systems initiative build their communications skills.	\$125,000	\$40,000	\$55,000	\$66,500	\$3,500
<b>CROSS &amp; JOFTUS, LLC</b> (Bethesda, Md.)— To provide technical assistance to the nine cities participating in the afterschool system building initiative and to document the development of governance structures for afterschool systems.	\$368,159	\$52,059	\$226,000	\$122,159	\$20,000
<b>FAMILY LEAGUE OF BALTIMORE CITY, INC.</b> (Baltimore, Md.)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$745,375	\$169,625	\$0
<b>FUND FOR PHILADELPHIA, INC.</b> (Philadelphia)—To fund the city’s participation in the afterschool systems effort.	\$765,000	\$0	\$750,000	\$15,000	\$0
<b>JACKSONVILLE CHILDREN’S COMMISSION</b> (Jacksonville, Fla.)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$750,000	\$165,000	\$0
<b>METRO UNITED WAY, INC.</b> (Louisville, Ky.)—To fund the city’s participation in the afterschool systems effort.	\$915,000	\$150,000	\$695,261	\$219,739	\$0
<b>NASHVILLE PUBLIC LIBRARY FOUNDATION</b> (Nashville)—To fund the city’s participation in the afterschool systems effort starting in July 2015.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>NATIONAL LEAGUE OF CITIES INSTITUTE, INC.</b> (Washington, D.C.)—To help coordinate the afterschool system building initiative.	\$1,000,000	\$0	\$908,421	\$91,579	\$0
<b>THE COMMUNITY FOUNDATION OF MIDDLE TENNESSEE</b> (Nashville)—To fund the city’s participation in the afterschool systems effort.	\$765,000	\$0	\$739,250	\$25,750	\$0



	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.)—To provide technical assistance for the nine cities participating in the afterschool systems effort and logistical support for meetings of its professional learning community.	\$91,873	\$91,873	\$0	\$91,873	\$0
<b>WELLESLEY COLLEGE</b> (Wellesley, Mass.)—To provide technical assistance to the nine cities participating in the afterschool systems effort and to plan workshops for meetings of its professional learning community.	\$226,000	\$16,000	\$118,750	\$107,250	\$0
<b>OTHER RELATED EXPENSES</b> —Program management assistance.	\$450,786	\$237,492	\$150,256	\$222,239	\$78,290

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>AFTERSCHOOL ALLIANCE</b> (Washington, D.C.)—To disseminate ideas and information about high-quality afterschool programs.	\$225,000	\$225,000	\$0	\$100,000	\$125,000
<b>AFTER-SCHOOL MATTERS, INC.</b> (Chicago)—To participate in the afterschool system building peer learning community meetings.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>AMERICAN YOUTH POLICY FORUM</b> (Washington, D.C.)—To disseminate ideas and information about high-quality afterschool programs.	\$300,000	\$300,000	\$0	\$300,000	\$0
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston)—To participate in afterschool system building peer-learning-community meetings.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>CHAPIN HALL CENTER FOR CHILDREN</b> (Chicago)—To capture insights into how cities use data to improve the quantity and quality of learning opportunities for children.	\$1,799,999	\$0	\$1,000,000	\$350,000	\$449,999
<b>DC CHILDREN AND YOUTH INVESTMENT TRUST CORPORATION</b> (Washington, D.C.)—To participate in afterschool system building peer-learning-community meetings.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>EXPANDED SCHOOLS, INC.</b> (New York, N.Y.)—To disseminate ideas and information about high-quality afterschool programs and to test a new tool to set goals for and measure quality of afterschool systems.	\$1,390,000	\$390,000	\$545,000	\$390,000	\$455,000
<b>MASSACHUSETTS AFTERSCHOOL PARTNERSHIP, INC.</b> (Boston)—To help the organization continue its work as a statewide voice for high-quality afterschool, summer learning and out-of-school-time coordination.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>THE MAYOR'S FUND TO ADVANCE NEW YORK CITY</b> (New York, N.Y.)—To participate in afterschool system building-peer-learning community meetings.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>NATIONAL AFTERSCHOOL ASSOCIATION</b> (Oakton, Va.)—To disseminate ideas and information about high-quality afterschool programs.	\$250,000	\$250,000	\$0	\$125,000	\$125,000
<b>NATIONAL LEAGUE OF CITIES INSTITUTE, INC.</b> (Washington, D.C.)—To disseminate ideas and information about high-quality afterschool programs.	\$460,000	\$460,000	\$0	\$460,000	\$0
<b>NEW YORK STATE NETWORK FOR YOUTH SUCCESS (FORMERLY AFTERSCHOOL WORKS!)</b> (Albany, N.Y.)—To help the organization continue its work as a statewide voice for high-quality afterschool, summer learning, and out-of-school-time coordination.	\$25,000	\$25,000	\$0	\$25,000	\$0

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>PROVIDENCE AFTER SCHOOL ALLIANCE, INC.</b> (Providence, R.I.)—To participate in afterschool system building peer learning community meetings.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>UNITED WAY OF RHODE ISLAND, INC.</b> (Providence, R.I.)—To help the organization continue its work as a statewide voice for high-quality afterschool, summer learning, and out-of-school-time coordination.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>UNIVERSITY OF CHICAGO</b> (Chicago)—To disseminate ideas and information about high-quality afterschool programs.	\$125,000	\$125,000	\$0	\$125,000	\$0
<b>VOICES FOR ILLINOIS CHILDREN, INC.</b> (Chicago)—To help the organization continue its work as a statewide voice for high-quality afterschool, summer learning, and out-of-school-time coordination.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including participation in studies and conferences, and writing, editing and dissemination of Wallace reports.	\$46,467	\$46,467	\$0	\$38,967	\$7,500

**STRENGTHENING FINANCIAL MANAGEMENT** – This effort helped strengthen the financial management of nonprofit organizations providing high-quality afterschool programs to children and teens in Chicago. The lessons from that effort are now being spread through workshops, a free website ([www.strongnonprofits.org](http://www.strongnonprofits.org)) and other means.

<b>FISCAL MANAGEMENT ASSOCIATES, LLC</b> (New York, N.Y.)—To provide workshops and webinars about financial management to afterschool providers in 12 cities and to update resources on the <a href="http://strongnonprofits.org">strongnonprofits.org</a> website.	\$338,000	\$75,000	\$240,500	\$81,000	\$16,500
<b>ORGANIZATIONAL SERVICES, INC.</b> (Ann Arbor, Mich.)—To help manage a series of financial management technical assistance workshops and webinars for nonprofit afterschool providers.	\$296,533	\$0	\$276,000	\$20,533	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including conference sponsorships and webinar participation.	\$12,026	\$12,026	\$0	\$12,026	\$0

#### OTHER AFTERSCHOOL PROJECTS

<b>GRANTMAKERS FOR EDUCATION</b> (Portland, Ore.) — To support the Out-of-School Time Funder Network.	\$50,000	\$0	\$25,000	\$25,000	\$0
<b>TOTAL</b>	<b>\$16,089,843</b>	<b>\$3,670,917</b>	<b>\$10,399,206</b>	<b>\$4,409,847</b>	<b>\$1,280,789</b>

**SUMMER AND  
EXPANDED  
LEARNING**

Our goal is to improve summer learning opportunities for disadvantaged children, and to enrich and expand the school day.

**SUMMER LEARNING**

**1. DEVELOP INNOVATION SITES**

These grants and contracts support Wallace's National Summer Learning Project, which is helping selected school districts to build strong summer learning programs on a wide scale and then evaluate the results for children.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>BIG THOUGHT</b> (Dallas)—To support Dallas Independent School District's Thriving Minds summer camp in 2015 and 2016.	\$840,000	\$0	\$0	\$840,000	\$0
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston)—To support Boston Public Schools' summer learning program in 2015 and planning for the summer of 2016.	\$800,000	\$0	\$0	\$800,000	\$0
<b>CROSBY MARKETING COMMUNICATIONS, INC</b> (Annapolis, Md.)— To help summer learning demonstration districts inform parents about the benefits of summer learning and to encourage enrollment in the programs.	\$1,448,234	\$15,872	\$802,347	\$336,387	\$309,500
<b>DALLAS INDEPENDENT SCHOOL DISTRICT</b> (Dallas)—To support the Dallas Independent School District's Thriving Minds summer camp in 2015 and 2016.	\$840,000	\$0	\$0	\$840,000	\$0
<b>NEW LEGACY PARTNERSHIPS, LLC</b> (Kennebunk, Me.)—To provide technical assistance for the summer learning effort.	\$218,040	\$0	\$0	\$201,991	\$16,049
<b>PITTSBURGH PUBLIC SCHOOLS</b> (Pittsburgh)—To support Pittsburgh Public Schools' summer learning program in 2015 and planning for the summer of 2016.	\$785,000	\$0	\$0	\$785,000	\$0
<b>ROCHESTER AREA COMMUNITY FOUNDATION</b> (Rochester, N.Y.)—To support the Rochester City School District's 2015 summer learning program.	\$57,243	\$0	\$0	\$57,243	\$0
<b>ROCHESTER CITY SCHOOL DISTRICT</b> (Rochester N.Y.)—To support Rochester City School District's 2015 Summer Learning Program.	\$677,757	\$0	\$0	\$677,757	\$0
<b>THE COMMUNITY FOUNDATION, INC.</b> (Jacksonville, Fla.)—To support selected enrichment providers for Duval County Public Schools' 2015 Super Summer Academy.	\$212,545	\$0	\$0	\$212,545	\$0
<b>THE LEARNING AGENDA, LLC</b> (Springfield, Pa.)—To provide technical assistance to districts participating in Wallace's summer learning effort and manage its professional learning community.	\$610,029	\$0	\$66,602	\$298,200	\$245,227
<b>THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA</b> (Jacksonville, Fla.)—To support Duval County Public Schools' Super Summer Academy in 2015 and planning for the summer of 2016.	\$747,455	\$0	\$0	\$747,455	\$0
<b>OTHER RELATED EXPENCES</b> —Hosting of meetings of the National Summer Learning Project's professional learning community.	\$97,518	\$91,165	\$0	\$97,518	\$0

## 2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>MATHEMATICA POLICY RESEARCH, INC.</b> (Princeton, N.J.)—To administer math and English language arts assessments to students enrolled in programs participating in the National Summer Learning Project.	\$1,688,490	\$0	\$1,535,583	\$152,907	\$0
<b>NATIONAL SUMMER LEARNING ASSOCIATION, INC.</b> (Baltimore)—To disseminate ideas and information about high-quality summer programs.	\$550,000	\$550,000	\$0	\$550,000	\$0
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—To conduct an evaluation of the National Summer Learning Project.	\$6,919,928	\$0	\$5,200,000	\$700,000	\$1,019,928

## SUPPORT LEADING EXPANDED LEARNING ORGANIZATIONS

### 1. DEVELOP INNOVATION SITES

These grants support leading nonprofits with promising work under way to expand learning opportunities for children and teens.

<b>EXPANDED SCHOOLS, INC.</b> (New York, N.Y.)—To provide general operating support and to support an evaluation of the organization.	\$2,450,000	\$0	\$1,236,000	\$1,155,000	\$59,000
<b>NATIONAL COUNCIL OF YMCAS OF THE USA</b> (Chicago)—To fund the Y-BELL Power Scholars Academy.	\$7,315,000	\$7,315,000	\$0	\$2,682,000	\$4,633,000
<b>SAY YES TO EDUCATION, INC.</b> (New York, N.Y.)—To support a citywide effort to boost education and other opportunities for young people in Buffalo, N.Y.	\$4,500,000	\$0	\$3,000,000	\$1,000,000	\$500,000
<b>THE LEARNING AGENDA, LLC</b> (Springfield, Pa.)—To manage a professional learning community for expanded learning providers.	\$282,210	\$32,210	\$190,000	\$92,210	\$0

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>ALL HANDS RAISED</b> (Portland, Ore.)—To participate in and assist with a study investigating whether and how communities work across sectors to generate large-scale educational reform.	\$50,000	\$0	\$0	\$25,000	\$25,000
<b>DIFFUSION ASSOCIATES</b> (East Lansing, Mich.)—To study how collaborations such as the Y-BELL Power Scholars Academy have been used to extend innovations in education to reach large numbers of children and to share early results with the field.	\$724,301	\$1,999	\$50,000	\$401,208	\$273,093
<b>GREATER MILWAUKEE FOUNDATION, INC.</b> (Milwaukee)—To participate in and assist with a study investigating whether and how communities work across sectors to generate large-scale educational reform.	\$50,000	\$0	\$0	\$15,000	\$35,000
<b>MDRC</b> (New York, N.Y.)—To expand an evaluation of Communities In Schools.	\$495,000	\$0	\$445,000	\$0	\$50,000
<b>NATIONAL CENTER ON TIME &amp; LEARNING, INC.</b> (Boston)—To disseminate Wallace knowledge products about expanded learning.	\$100,000	\$0	\$75,000	\$25,000	\$0
<b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</b> (New York, N.Y.)—To conduct a comparative study to determine whether and how major community institutions can work together across sectors towards large-scale education reform.	\$923,948	\$124,948	\$300,000	\$403,948	\$220,000

**DEVELOPMENT OF A NEW INITIATIVE  
ON SOCIAL AND EMOTIONAL LEARNING**

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>NATIONAL PUBLIC EDUCATION SUPPORT FUND</b> (Washington, D.C.)—To help understand the goals and strategies of philanthropic investments in social and emotional learning and the challenges they face.	\$22,200	\$22,200	\$0	\$22,200	\$0
<b>NEW VENTURE FUND</b> (Washington, D.C.)—To plan a potential Funder Collaborative on Innovative Measurement.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING</b> (Chicago, IL)—To serve as an adviser for a new initiative on social and emotional learning.	\$50,000	\$50,000	\$0	\$856	\$49,144
<b>EDGE RESEARCH</b> (Arlington, Va.)—To research, catalog and analyze nomenclature used to describe aspects of social and emotional learning.	\$150,000	\$150,000	\$0	\$100,000	\$50,000
<b>JOSLYN LEVY &amp; ASSOCIATES, LLC</b> (New York, N.Y.)—To help shape strategies and tools organizations can use to continuously improve their efforts to boost children's social and emotional learning.	\$167,894	\$167,894	\$0	\$107,278	\$60,616
<b>ERNST &amp; YOUNG LLP</b> (Boston)—To help select grantees for a new social and emotional learning initiative.	\$75,000	\$75,000	\$0	\$0	\$75,000
<b>AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS</b> (Alexandria, Va.)—To help identify districts that might join a new social and emotional learning initiative.	\$82,739	\$82,739	\$0	\$70,000	\$12,739
<b>MONICA NG &amp; ASSOCIATES</b> (New York, N.Y.)—To study and report on existing approaches to social and emotional learning.	\$250,000	\$250,000	\$0	\$107,216	\$142,784
<b>UNIVERSITY OF CHICAGO</b> (Chicago)—To produce a report with a framework to help understand the non-cognitive and socio-emotional factors that lead young people to success in life.	\$700,000	\$0	\$600,000	\$100,000	\$0
<b>OTHER RELATED EXPENCES</b> —Activities including conference sponsorships and development of Wallace knowledge products.	\$31,800	\$31,800	\$0	\$31,800	\$0

**OTHER SUMMER AND EXPANDED  
LEARNING PROJECTS**

<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.)—To help strengthen, revise and implement a process to improve the quality of summer learning programs in two or three city-wide networks over two summers.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>TRUSTEES OF PRINCETON UNIVERSITY</b> (Princeton, N.J.)—To fund a special issue of The Future of Children.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>URBAN ARTS PARTNERSHIP</b> (New York, N.Y.)—To provide matching funds for a federal Investing in Innovation grant for Story Studio, a program to help meet learning needs of students with limited English proficiency.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>WINGS FOR KIDS</b> (Charleston, S.C.)—To provide matching funds for a federal Social Innovation Fund grant to assist WINGS in expanding its efforts to help elementary school children build social and emotional skills.	\$410,000	\$0	\$210,000	\$200,000	\$0
<b>TOTAL</b>	<b>\$36,072,330</b>	<b>\$9,710,827</b>	<b>\$13,710,531</b>	<b>\$14,585,718</b>	<b>\$7,776,080</b>

Our goal is to engage more young people in high-quality arts learning during the school day and beyond.

## 1. DEVELOP INNOVATION SITES

These grants and contracts aim to help raise the quality and availability of arts education for children and teens.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta)—To develop and run high-quality, year-round arts programming for tweens in six clubhouses.	\$6,725,000	\$1,375,000	\$3,090,000	\$3,635,000	\$0
<b>EDVESTORS, INC.</b> (Boston)—To support a four-year plan to increase access to and equitable distribution of arts learning for children in Boston Public Schools.	\$5,240,000	\$1,500,000	\$3,616,570	\$873,430	\$750,000
<b>NEXT LEVEL STRATEGIC MARKETING GROUP, LLC</b> (Pleasantville, N.Y.)—To help manage the arts education effort at the Boys & Girls Clubs of America.	\$684,956	\$260,000	\$265,838	\$177,655	\$241,463
<b>THE COLCHESTER CONSULTING GROUP</b> (Glencoe, Ill.)—To manage a learning community of participants in the Arts for Young People initiative.	\$405,000	\$405,000	\$0	\$174,855	\$230,145

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>RESEARCH FOR ACTION, INC.</b> (Philadelphia)—To conduct a study of the Boys & Girls Clubs of America's tween arts effort.	\$1,900,000	\$400,000	\$760,000	\$450,000	\$690,000
<b>OTHER RELATED EXPENSES</b> —To disseminate the Wallace report <i>Something to Say</i> .	\$42,483	\$9,388	\$10,000	\$32,483	\$0
<b>TOTAL</b>	<b>\$15,497,439</b>	<b>\$4,449,388</b>	<b>\$7,742,408</b>	<b>\$5,843,423</b>	<b>\$1,911,608</b>



**AUDIENCE  
DEVELOPMENT  
FOR THE ARTS**

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

**1. DEVELOP INNOVATION SITES**

**BUILDING AUDIENCES FOR SUSTAINABILITY** – These grants and contracts aim to help performing arts organizations design and carry out programs to attract new audiences while retaining current ones, measuring whether and how this contributes to their overall financial health.

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>ALVIN AILEY DANCE FOUNDATION, INC.</b> (New York, N.Y.)—To participate in the Building Audiences for Sustainability initiative.	\$755,000	\$755,000	\$0	\$250,000	\$505,000
<b>ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY</b> (Tempe, Ariz.)—For ASU Gammage to participate in the Building Audiences for Sustainability initiative.	\$140,000	\$140,000	\$0	\$140,000	\$0
<b>BALLET AUSTIN INCORPORATED</b> (Austin, Tex.)—To participate in the Building Audiences for Sustainability initiative.	\$525,000	\$525,000	\$0	\$470,000	\$55,000
<b>BALTIMORE SYMPHONY ORCHESTRA</b> (Baltimore)—To participate in the Building Audiences for Sustainability initiative.	\$505,000	\$505,000	\$0	\$455,000	\$50,000
<b>CHICAGO THEATRE GROUP</b> (Chicago)—For Goodman Theatre to participate in the Building Audiences for Sustainability initiative.	\$545,000	\$545,000	\$0	\$495,000	\$50,000
<b>CONTEMPORARY ARTS CENTER</b> (New Orleans)—To participate in the Building Audiences for Sustainability initiative.	\$435,000	\$435,000	\$0	\$410,000	\$25,000
<b>DENVER CENTER FOR THE PERFORMING ARTS</b> (Denver)—To participate in the Building Audiences for Sustainability initiative.	\$510,000	\$510,000	\$0	\$475,000	\$35,000
<b>EAST BAY PERFORMING ARTS</b> (Oakland, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$140,000	\$140,000	\$0	\$140,000	\$0
<b>LOS ANGELES PHILHARMONIC ASSOCIATION</b> (Los Angeles)—To participate in the Building Audiences for Sustainability initiative.	\$705,000	\$705,000	\$0	\$525,000	\$180,000
<b>LYRIC OPERA OF CHICAGO</b> (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$520,000	\$520,000	\$0	\$485,000	\$35,000
<b>OPERA PHILADELPHIA</b> (Philadelphia)—To participate in the Building Audiences for Sustainability initiative.	\$750,000	\$750,000	\$0	\$525,000	\$225,000
<b>OPERA THEATRE OF SAINT LOUIS</b> (St. Louis)—To participate in the Building Audiences for Sustainability initiative.	\$155,000	\$155,000	\$0	\$155,000	\$0
<b>PACIFIC NORTHWEST BALLET ASSOCIATION</b> (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$625,000	\$625,000	\$0	\$410,000	\$215,000
<b>PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC.</b> (Pasadena, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$515,000	\$515,000	\$0	\$480,000	\$35,000
<b>PORTLAND CENTER STAGE</b> (Portland, Ore.)—To participate in the Building Audiences for Sustainability initiative.	\$830,000	\$830,000	\$0	\$560,000	\$270,000
<b>REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY</b> (Berkeley, Calif.)—For Cal Performances to participate in the Building Audiences for Sustainability initiative.	\$570,000	\$570,000	\$0	\$520,000	\$50,000

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>S. RADOFF ASSOCIATES, LLC</b> (New York, N.Y.)—To provide technical assistance on market research to arts organizations participating in the Building Arts for Sustainability initiative and to help review results of the Wallace Excellence Awards.	\$2,504,400	\$2,488,000	\$12,900	\$701,500	\$1,790,000
<b>SAN FRANCISCO PERFORMANCES</b> (San Francisco)—To participate in the Building Audiences for Sustainability initiative.	\$420,000	\$420,000	\$0	\$390,000	\$30,000
<b>SEATTLE OPERA</b> (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$440,000	\$440,000	\$0	\$405,000	\$35,000
<b>SEATTLE SYMPHONY ORCHESTRA</b> (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$445,000	\$445,000	\$0	\$410,000	\$35,000
<b>STEPPENWOLF THEATRE COMPANY</b> (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$125,000	\$125,000	\$0	\$125,000	\$0
<b>TECHNICAL DEVELOPMENT CORPORATION</b> (Boston)—To help manage the Building Audiences for Sustainability initiative.	\$1,041,419	\$900,000	\$50,000	\$499,592	\$491,827
<b>THE COLCHESTER CONSULTING GROUP</b> (Glencoe, Ill.)—To design and manage a two-day learning community meeting for arts organizations participating in Wallace's Building Audiences for Sustainability initiative.	\$159,626	\$159,626	\$0	\$159,626	\$0
<b>THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK</b> (New York, N.Y.)—To participate in the Building Audiences for Sustainability initiative.	\$882,000	\$882,000	\$0	\$770,000	\$112,000
<b>THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY</b> (La Jolla, Calif.)—For the La Jolla Playhouse to participate in the Building Audiences for Sustainability initiative.	\$480,000	\$480,000	\$0	\$445,000	\$35,000
<b>UNIVERSITY MUSICAL SOCIETY</b> (Ann Arbor, Mich.)—To participate in the Building Audiences for Sustainability initiative.	\$420,000	\$420,000	\$0	\$390,000	\$30,000
<b>VICTORY GARDENS THEATER</b> (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$420,000	\$420,000	\$0	\$350,000	\$70,000
<b>WOOLLY MAMMOTH THEATRE COMPANY</b> (Washington, D.C.)—To participate in the Building Audiences for Sustainability initiative.	\$385,000	\$385,000	\$0	\$365,000	\$20,000
<b>WORLD MUSIC, INC.</b> (Cambridge, Mass.)—To participate in the Building Audiences for Sustainability initiative.	\$505,000	\$505,000	\$0	\$460,000	\$45,000
<b>YERBA BUENA CENTER FOR THE ARTS</b> (San Francisco)—To support audience-building efforts.	\$250,000	\$250,000	\$0	\$125,000	\$125,000
<b>OTHER RELATED EXPENSES</b> —Activities including technical assistance for grantees, management of the Building Audiences for Sustainability initiative and organization of learning community meetings.	\$127,098	\$127,098	\$0	\$57,098	\$70,000

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>AMERICAN ASSOCIATION OF MUSEUMS</b> (Arlington, Va.)—To disseminate ideas and information about audience-building strategies for arts organizations.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>ARTSJOURNAL.COM</b> (Seattle)—To support an arts media project exploring ways in which arts organizations can engage and expand audiences.	\$100,000	\$100,000	\$0	\$50,000	\$50,000

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>FRACTURED ATLAS, INC.</b> (New York, NY)—To disseminate Wallace knowledge products among members of the Association of Arts Administration Educators.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>RESNICOW SCHROEDER ASSOCIATES, INC.</b> (New York, N.Y.)—To help Wallace disseminate ideas and information about audience-building strategies for arts organizations.	\$319,050	\$4,051	\$37,942	\$154,527	\$126,582
<b>THE UNIVERSITY OF TEXAS AT AUSTIN</b> (Austin, Tex.)—To conduct an evaluation of the Building Audiences for Sustainability initiative.	\$3,500,000	\$0	\$0	\$1,200,000	\$2,300,000
<b>WNET</b> (New York, N.Y.)—To produce videos of work unfolding in the Building Audiences for Sustainability initiative.	\$62,500	\$62,500	\$0	\$62,500	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including conference sponsorships, documentation of early Building Audiences for Sustainability efforts, and development and printing of Wallace knowledge products.	\$234,266	\$223,231	\$1,410	\$65,770	\$167,086
<b>TOTAL</b>	<b>\$21,195,359</b>	<b>\$17,211,505</b>	<b>\$102,252</b>	<b>\$13,830,613</b>	<b>\$7,262,495</b>

**COMMUNICA-  
TIONS**

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>ACRONYM MEDIA, INC.</b> (New York, N.Y.)—To provide search engine marketing services and consultation.	\$657,109	\$334,771	\$287,306	\$364,747	\$5,055
<b>BIG THINK STUDIOS</b> (San Francisco)—To build awareness among field leaders of new Wallace publications.	\$149,944	\$149,944	\$0	\$149,944	\$0
<b>EDITORIAL PROJECTS IN EDUCATION, INC</b> (Bethesda, Md.)—To support Education Week.	\$2,300,000	\$2,300,000	\$0	\$2,300,000	\$0
<b>EDUCATION WRITERS ASSOCIATION</b> (Washington, D.C.)—To support reporting on school leadership and summer and expanded learning.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>NATIONAL PUBLIC RADIO INC.</b> (Washington, D.C.)—To support radio and web coverage of education and the arts.	\$1,650,000	\$1,650,000	\$0	\$571,286	\$1,078,714
<b>NEXT LEVEL STRATEGIC MARKETING GROUP, LLC</b> (Pleasantville, N.Y.)—To complete a study about perceptions of Wallace in the field.	\$40,000	\$40,000	\$0	\$12,500	\$27,500
<b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</b> (New York, N.Y.)—To support coverage of education topics in The Hechinger Report.	\$60,000	\$60,000	\$0	\$60,000	\$0
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To provide communications services to disseminate ideas and information from Wallace's efforts to policymakers, practitioners and others.	\$1,105,561	\$582,491	\$463,057	\$629,738	\$12,766
<b>OTHER RELATED EXPENSES</b> —Activities including printing of brochures and development of the Wallace brand.	\$18,270	\$18,270	\$0	\$13,270	\$5,000
<b>TOTAL</b>	<b>\$6,180,884</b>	<b>\$5,335,476</b>	<b>\$750,363</b>	<b>\$4,301,485</b>	<b>\$1,129,035</b>

**SERVICE TO  
THE FIELD OF  
PHILANTHROPY**

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>ASIAN AMERICANS/PACIFIC ISLANDERS IN PHILANTHROPY</b> (Oakland, Calif.)—To support this organization, which is dedicated to the full civic and economic participation of Asian Americans and Pacific Islanders.	\$10,000	\$10,000	\$0	\$10,000	\$0
<b>ASSOCIATION OF BLACK FOUNDATION EXECUTIVES, INC./ABFE</b> (New York, N.Y.)—To support this organization, which advocates for responsive investments in black communities.	\$10,000	\$10,000	\$0	\$10,000	\$0
<b>THE CENTER FOR EFFECTIVE PHILANTHROPY</b> (Cambridge, Mass.)—To support this organization, which seeks to help foundations improve their performance.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>COMMUNICATIONS NETWORK</b> (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$15,000	\$15,000	\$0	\$15,000	\$0
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.)—To support the work of the Arts Education Partnership.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>COUNCIL ON FOUNDATIONS, INC.</b> (Arlington, Va.)—To support this national nonprofit membership organization for grantmakers.	\$44,500	\$44,500	\$0	\$44,500	\$0
<b>FJC</b> (New York, N.Y.)—To support the 2015 program activities of the New York City Youth Funders.	\$3,000	\$3,000	\$0	\$3,000	\$0
<b>THE FOUNDATION CENTER</b> (New York, N.Y.)—To support this national clearinghouse of information on private grantmaking.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>GRANTMAKERS FOR EDUCATION</b> (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through higher education years.	\$24,500	\$24,500	\$0	\$24,500	\$0
<b>GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS</b> (Portland, Ore.)—To support this national membership organization, which promotes learning among funders working to build effective organizations.	\$250	\$250	\$0	\$250	\$0
<b>GRANTMAKERS IN THE ARTS</b> (Seattle)—To support this nonprofit membership organization, which provides leadership and service to advance the use of philanthropy for arts and culture.	\$21,500	\$21,500	\$0	\$21,500	\$0
<b>GRANT MANAGERS NETWORK, INC.</b> (Washington, D.C.)—To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$7,000	\$7,000	\$0	\$7,000	\$0
<b>HISPANICS IN PHILANTHROPY</b> (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$10,000	\$10,000	\$0	\$10,000	\$0
<b>INDEPENDENT SECTOR</b> (Washington, D.C.)—To support this organization, which works to strengthen the nonprofit and philanthropic communities, and to encourage adoption of an updated set of ethics and governance principles for nonprofits.	\$340,000	\$340,000	\$0	\$120,000	\$220,000
<b>INNOVATION NETWORK, INC.</b> (Washington, D.C.)—To support the Evaluation Roundtable.	\$50,000	\$50,000	\$0	\$50,000	\$0

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>NATIONAL PUBLIC EDUCATION SUPPORT FUND</b> (Washington, D.C.)—To support the Education Funder Strategy Group.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC.</b> (New York, N.Y.)—To support this nonprofit, which serves more than 1,700 nonprofits in New York City, Long Island and Westchester, N.Y.	\$3,000	\$3,000	\$0	\$3,000	\$0
<b>PHILANTHROPY NEW YORK, INC.</b> (New York, N.Y.)—To support a professional community of philanthropic foundations based in the New York metropolitan area.	\$27,250	\$27,250	\$0	\$27,250	\$0
<b>ROCKEFELLER PHILANTHROPY ADVISORS, INC.</b> (New York, N.Y.)—To support the Theory of the Foundation initiative, which aims to enhance the capacity of foundations to use resources more efficiently.	\$30,000	\$30,000	\$0	\$30,000	\$0
<b>SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS</b> (Evanston, Ill.)—To support this organization, which works to advance and disseminate research on effects of education practices, interventions, programs and policies.	\$10,000	\$10,000	\$0	\$10,000	\$0
<b>SPONSORS FOR EDUCATIONAL OPPORTUNITY, INC.</b> (New York, N.Y.)—To support a program that provides college undergraduates from underserved communities with training, coaching and internships in philanthropy.	\$15,000	\$15,000	\$0	\$15,000	\$0
<b>TIDES CENTER</b> (San Francisco)—To support Emerging Practitioners in Philanthropy.	\$12,500	\$12,500	\$0	\$12,500	\$0
<b>OTHER RELATED EXPENSES</b> —To pay for membership dues to service-to-the-field organizations.	\$30,000	\$30,000	\$0	\$30,000	\$0
<b>TOTAL</b>	<b>\$913,500</b>	<b>\$913,500</b>	<b>\$0</b>	<b>\$693,500</b>	<b>\$220,000</b>

## OTHER GRANTS

	TOTAL AS OF 12/31/15	APPROVED 2015	PAID BEFORE 2015	PAID 2015	FUTURE PAYMENTS
<b>EMPLOYEE MATCHING GIFTS</b>		\$31,034		\$21,414	\$9,620
<b>REFUNDED GRANTS</b>		-44		-44	
<b>TOTAL</b>	<b>\$0</b>	<b>\$30,990</b>	<b>\$0</b>	<b>\$21,370</b>	<b>\$9,620</b>

## GRAND TOTAL

<b>\$123,255,151</b>	<b>\$59,341,707</b>	<b>\$37,091,336</b>	<b>\$63,248,165</b>	<b>\$16,367,374</b>
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# FIND OUT MORE

Would you like to find out more about The Wallace Foundation? Please visit our website at [www.wallacefoundation.org](http://www.wallacefoundation.org), where you can learn about the foundation's:

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## The Wallace Foundation®

Supporting ideas.  
Sharing solutions.  
Expanding opportunities.®

Our mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

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