



The Wallace Foundation®

REPORT '16



Cover: The Summer Dreamers Academy, offered through the Pittsburgh Public Schools, is one of the participants in the Wallace-sponsored National Summer Learning Project. Photo courtesy of Pittsburgh Public Schools Summer Dreamers.

p. 4: Children take part in one of the many afterschool programs overseen by the Nashville After Zone Alliance. Photo by Steve Harman.

p. 5: At a Boys & Girls Clubs program in Milwaukee, young people learn the ins and outs of mural painting. Photo by Claire Holt.

p. 6: Ballet Austin, one of the participants in Wallace's Building Audiences for Sustainability effort, offers events enabling people to learn more about the art of dance. Photo by Amitava Sarkar.

p. 7: Choristers in a Nashville After Zone Alliance Program prepare for a performance. Photo by Steve Harman.

p. 8: As part of their Principal Pipeline Initiative work, a Charlotte-Mecklenburg school district team developed a data system to help with training, hiring and supporting school principals. Photo by Tyrus Ortega Gaines.

p. 9: Instructional coach Rachel Cerlen (left) and Principal Elizabeth Namba (center) of Hyde-Addison Elementary School in Washington, D.C., meet with Principal Supervisor Janice Harris after a classroom visit. Photo by Michael Kostel.

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Designed by José Moreno

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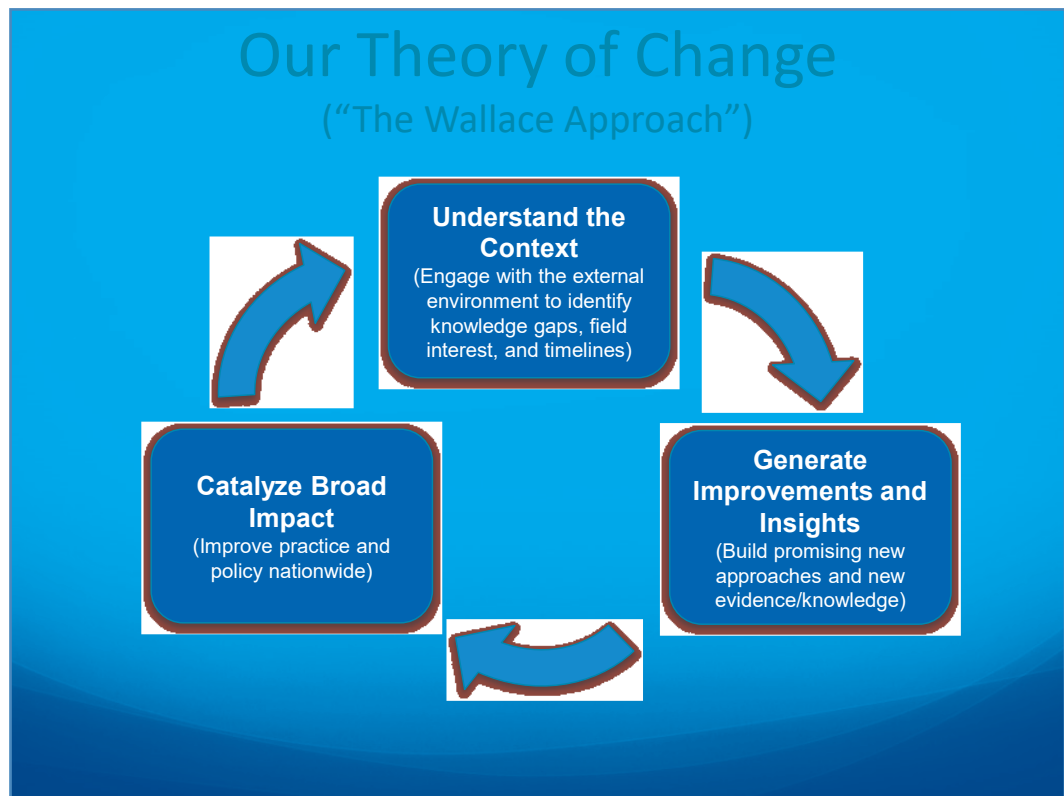
THE YEAR IN REVIEW

The Wallace Foundation seeks to maximize the value of our philanthropic resources by pursuing two goals simultaneously. Our first goal is to strengthen our grantees and support the delivery of real benefits to those they serve in their local communities. Our second goal is to create value for the fields we serve as a whole. We do this by organization of our grants into initiatives that aim to answer pressing questions in education, learning and enrichment, and the arts. What can school districts do to help principals be as effective as possible, for example? How can communities improve afterschool programs and make them more accessible to disadvantaged young people? Which activities best help arts organizations broaden their reach?

Our initiatives follow a similar progression, and in 2016 we saw this progression in full array.

We conduct our work through a cycle of three major activities, depicted in the graphic below. First, we educate ourselves in depth about a problem in order to design projects to test possible solutions (“understand the context”). Then we find partner organizations, our grantees, to implement the projects to deliver value in their local communities, and we commission researchers to learn about the efforts in depth (“generate improvements and insights”). Finally, we disseminate what we’ve learned to inform and improve policy and

practice (“catalyze broad impact”). We do this knowing that our work often leads to new questions and, thus, the continuation of our cycle. Our big hope in all our initiatives is to generate benefits for both our grantees and the larger field.



Given this approach, our initiatives follow a similar progression of activities over their lifespans. Once conceived by a foundation team based on extensive conversations with practitioners, field leaders and others, the projects unfold over a number of years. The delivery of innovative services locally is typically carried out by nonprofits or government entities such as school districts. Meanwhile, independent researchers study these efforts, looking for what works, what doesn't—and how and why. Often, as the on-the-ground work nears completion, Wallace and our grantees focus on how to sustain the efforts' successes in their local communities once foundation funding ends. Publication and dissemination of key research lessons and practical insights from the initiatives, such as implementation studies, often take place in the latter days of an effort and following the conclusion of Wallace-funded work.

Our policy engagement principles can be summed up as: 'We say more only as we know more.'

In 2016, the foundation saw this progression in full array. Having learned a great deal from the work of previous grantees, we examined two major problems in detail (inadequacies in university-based training of future school principals; lack of attention to social and emotional learning in schools). Wallace then launched two major new enterprises, the University Principal Preparation Initiative and the Partnerships for Social and Emotional Learning Initiative.

At the same time, Wallace funding for two long-standing efforts, the Principal Pipeline Initiative and the National Summer Learning Project, began to draw to a close—just as new publications reaping knowledge from those efforts were appearing. All the while, work on the ground continued apace in, among other things, Wallace's Building Audiences for Sustainability and Principal Supervisor initiatives.

In recent years, Wallace has increased its focus on carrying the knowledge and evidence derived from the work of our grantees into the realm of public policy. We have posted the policy engagement principles adopted by our Board on our website¹ [[See here on slide four](#)], but they can be summed up as “We say more only as we know more.” In 2016, we were particularly active in sharing what we had learned about the critical role of principals and other education leaders in improving student outcomes with policymakers at both the state and federal levels.

Throughout the course of its efforts, Wallace takes stock of its work in a number of ways. One is to keep an eye on interest in our reports, an indicator of whether the lessons we generate are reaching people who can apply them to policymaking and field practice. In that regard, 2016 was a milestone year. Publication downloads from the Wallace website topped 700,000 for 2016, a Wallace record, and citations of our materials in research literature rose by 1,356 (to 7,776 total), the highest annual increase since we began measuring. Every two years or so, Wallace also takes the pulse of its grantees by surveying them. The 2016 survey found that grantees view Wallace as a leader in advancing field knowledge, while also pointing to weaknesses in certain areas of our grants management for the foundation to address.

¹ See slide four of [Principals and Other School Leaders: The Evidence Base for Their Critical Role in ESSA – With State Examples](#), The Wallace Foundation, 2017.



Wallace's work in afterschool system building has involved 14 cities.

INITIATIVE DEVELOPMENTS IN 2016

AFTERSCHOOL SYSTEM BUILDING

Wallace has been working to improve and expand afterschool programs for disadvantaged urban children and teens since 2003. Our approach—in what eventually extended to 14 cities nationwide—has been to help communities build

systems that coordinate the work of municipal agencies, schools, nonprofit youth programs and other institutions vital to strong and expansive afterschool programming. The Wallace-funded on-the-ground efforts of our initiative were expected largely to end in 2017, but knowledge-generation from the work is ongoing. The [first of two reports on data use](#)² in building afterschool systems, a subject of intense interest among Wallace grantees and in the field in general, was published in 2016. The report, by a team of researchers at Chapin Hall at the University of Chicago, stresses that the success of afterschool data systems relies as much on people and processes as it does on technology.

Wallace's close-to 15 years of experience and research in afterschool, along with what we have learned from other initiatives, helped pave the way for a new initiative in social and emotional learning, described elsewhere in this paper.

ARTS FOR YOUNG PEOPLE

Wallace's Arts for Young People initiative seeks to make more and better arts education available to young people, especially in high-poverty urban areas. The initiative has taken a number of forms over its 12 years, but the current effort, begun in 2014, centers on [Something to Say: Success Principles for](#)

² Julie Spielberger, Jennifer Axelrod, Denali Dasgupta, Christine Cerven, Angeline Spain, Amelia Kohm, Nicholas Mader, [Connecting the Dots: Data Use in Afterschool Systems](#), Chapin Hall at the University of Chicago, 2016.



Six Boys & Girls Clubs clubhouses in the Midwest have piloted a model arts-for-tweens program.

*Afterschool Arts Programs From Urban Youth and Other Experts.*³ This Wallace-commissioned report identified 10 characteristics of exemplary out-of-school-time arts programs, such as use of teaching artists as instructors and establishment of high expectations for attendees.

In 2016, the Boys & Girls Clubs of America was working in six of its Midwestern clubhouses to wrap up piloting a model arts-for-tweens program that incorporated the 10 features. Based on our observations, as well as those of independent researchers, the model has succeeded in engaging its participants in high-quality arts experiences. More than 900 young people have taken part in one or more of the summer or afterschool arts skills development offerings in dance, visual arts, graphic design, digital music, photography and fashion design or in “open studio” programs, which are used to introduce the art forms to club youth. At the same time, the clubhouses have had to navigate issues such as how to ensure the artists are also adept instructors and classroom managers and how to integrate arts into organizations largely focused on sports and recreation.

Today, the pilot sites—two each in St. Cloud, Minn., Green Bay, Wis. and Milwaukee—are concentrating on how to sustain their efforts after Wallace funding for them ends in 2018. At the same time, the national Boys & Girls Clubs organization is developing a next phase of the initiative to apply the model to a new group of clubhouses, while adapting it for lower costs. The first report in an ongoing evaluation of the initiative by the education research firm Research for Action was to be published in fall 2017.

³ Denise Montgomery, Peter Rogovin and Nero Persaud, *Something to Say: Success Principles for Afterschool Arts Programs From Urban Youth and Other Experts*. The Wallace Foundation, 2013.



BUILDING AUDIENCES FOR SUSTAINABILITY

Some 25 performing arts organizations are taking part in a six-year endeavor to determine whether and how they can build audiences in ways that also contribute to their financial health. They have structured their efforts around cycles of work in which the organizations plan audience-building projects based on what they hope to learn, implement them, analyze the results and use this analysis to plan the next set of projects. As of late 2016, most of the organizations had begun the second round of work.

The Denver Center Theatre Company commissioned two plays in which the audience becomes part of the performance.

Activities to develop audiences have run the gamut from new performances to new engagement activities. The Denver Center Theatre Company, for example, is one of several organizations producing innovative new works. It responded to millennials' general interest in "immersive" experiences by

commissioning two plays—one set in a warehouse, the other in a former aircraft hangar—in which the audience becomes part of the performance. Meanwhile, organizations including the Woolly Mammoth Theatre Company in Washington, D.C., developed engagement events such as panel discussions and behind-the-scenes tours to help build interest in their performances.

Results have varied, and almost all organizations are refining their efforts to increase the chances of success. Ballet Austin, for example, found that a pre-performance event inviting audiences to dress rehearsals was popular but drew only those who already frequented the ballet. It replaced the event with a pre-performance look at right-before-curtain-rise doings of dancers and production crew members, providing information to help orient newcomers to what they were about to see.



A new effort is seeing how schools and afterschool programs can work together to foster children's social and emotional learning.

The first part of an evaluation of the initiative, led by researchers at the University of Texas, Austin, is expected to offer a summary of current research literature on audience building and financial health as well as an examination of the gaps in existing knowledge. In the meantime, Wallace is still reaping useful lessons from its most recently concluded major initiative in the arts, the Wallace Excellence Awards. In 2016, the foundation published the final installment of its *Wallace Studies in Building Arts Audiences*⁴ series, a [look at how the Contemporary Jewish Museum](#)⁵ in San Francisco secured an increase in family visitors. The series is a set of case studies detailing the successful audience-building efforts at 10 arts organizations that took part in the Excellence Awards effort, which concluded in 2014. The studies are accompanied by a report about [key practices in audience building](#)⁶ and a [market research guide](#)⁷ that both cull cross-cutting lessons from the cases.

PARTNERSHIPS FOR SOCIAL AND EMOTIONAL LEARNING

In late 2016, Wallace laid the foundation for a new effort, growing out of our afterschool systems building work, that explores whether and how children can benefit if schools and afterschool programs work together to foster children's social and emotional learning—helping kids develop skills such as self-control, teamwork, persistence and goal-setting. The foundation gave planning grants in a number of cities nationwide for school districts and out-of-school-time organizations to work in partnership to develop plans to carry out a social and emotional learning effort. From this group, the foundation planned to

4 Bob Harlow et al., *Wallace Studies in Building Arts Audiences*, Bob Harlow Research and Consulting, LLC, 2011-2016.

5 Bob Harlow and Cindy Cox Roman, *Converting Family into Fans: How the Contemporary Jewish Museum Expanded its Reach*, Bob Harlow Research and Consulting, LLC, 2016.

6 Bob Harlow, *The Road to Results: Effective Practices for Building Arts Audiences*, Bob Harlow Research and Consulting, LLC, 2014.

7 Bob Harlow, *Taking Out the Guesswork: A Guide to Using Research to Build Arts Audiences*, Bob Harlow Research and Consulting, LLC, 2015.



choose six communities to implement their plans—an opportunity not only to help children in those communities but also to better understand and generate lessons on how schools and out-of-school-time providers can align and improve their efforts.

A significant amount of work and research went into the development of the initiative, including the publication, in 2015, of a Wallace-commissioned University of Chicago study, *Foundations for Young Adult Success*⁸, which draws on research from several fields in addition to theory and practice to identify building blocks for life success. In late 2016, the foundation published [the results of market research](#)⁹ exploring the linguistic landscape of more than 40 terms—from “non-cognitive skills” to “character,” “grit” and “youth development”—that have been used to denote social-emotional learning or aspects of it. The research is packaged in a slide deck that was presented to a well attended webinar, whose popularity suggested considerable interest among educators and others in children’s social and emotional learning.

A RAND study found reading and math benefits for children who regularly attended high-quality summer learning programs.

SUMMER LEARNING

Since 2011, Wallace has been working with school districts and community organizations in five cities—Boston; Dallas; Duval County (Jacksonville), Fla.; Pittsburgh and Rochester, N.Y.—to bring high-quality summer learning programs that offer both academics and enrichment activities to disad-

8 Jenny Nagaoka, Camille A. Farrington, Stacy B. Ehrlich and Ryan D. Heath, *Foundations for Young Adult Success: A Developmental Framework*, The University of Chicago Consortium on Chicago School Research, 2015.
 9 Pam Loeb, Stacia Tipton and Erin Wagner, *Social and Emotional Learning: Feedback and Communications Insights from the Field*, Edge Research, Inc. and The Wallace Foundation, 2016.



vantaged elementary school children. The National Summer Learning Project has been the subject of a rigorous, ongoing evaluation by the RAND Corporation. Among other things, RAND found in a [report released in fall 2016](#)¹⁰ that after two summers the students who regularly attended the programs (that is, they showed up for at least 20 days) experienced benefits in reading and math. Other reports, including one offering practical guidance on running high-quality programs and another looking at longer-term effects of program participation, are expected in the near future and will be available at www.wallace-foundation.org.

SCHOOL LEADERSHIP

Wallace's interest in improving the leadership of the nation's public schools, especially those serving disadvantaged urban young people, has led to three major initiatives in recent years.

Principal Pipeline Initiative

Since 2011, the foundation has been working in six large school districts to see if they could develop a large corps of effective school principals by building a pipeline consisting of four parts: strong job standards, rigorous training, selective hiring, and proper on-the-job evaluation and support, especially for those new to the job. The districts are Charlotte-Mecklenburg, N.C.; Denver; Gwinnett County, Ga. (near Atlanta); Hillsborough County, Fla. (Tampa); New York City; and Prince George's County, Md. (near Washington, D.C.).

In October, the [culminating report](#)¹¹ in [a series](#)¹² evaluating the implementation of the initiative, by the Policy Studies Associates research firm, found that the districts had succeeded in putting the four pipe-

10 Catherine H. Augustine, Jennifer Sloan McCombs, John F. Pane, Heather L. Schwartz, Jonathan Schweig, Andrew McEachin, Kyle Siler-Evans, *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth*, RAND Corporation, 2016.

11 Brenda J. Turnbull, Leslie M. Anderson, Derek L. Riley, Jaclyn R. MacFarlane and Daniel K. Aladjem, *Building a Stronger Principalship Vol 5: The Principal Pipeline Initiative in Action*, Policy Studies Associates, Inc., 2016.

12 The series is called *Building a Stronger Principalship*.

Six school districts succeeded in building the four pieces of a principal pipeline.

line pieces together, suggesting that this is a job that other urban school districts can do, too. Moreover, the research found that pipeline-building can produce several swift benefits, including a possible greater compatibility between principals and the schools to which they are assigned. At the same time, the evaluation found that some parts of the pipeline were easier to construct than others—changing university-based training was a particularly big undertaking—and a number of challenges remain, including how to make the assistant principalship more of a stepping stone to the principal’s job. A RAND Corporation study of the impact of the pipelines on student achievement and other factors is in the works. A separate RAND [study](#),¹³ which was scheduled for release in June 2017, found that the pipelines cost the districts about 0.4 percent of their annual expenditures.

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University Principal Preparation Initiative

As Wallace funding for the Principal Pipeline districts began winding down, work in the new University Principal Preparation Initiative, launched in early 2016, was revving up. The effort builds on more than a decade of Wallace-supported research and experience about what makes for effective “pre-service” training at universities. In preparing for the effort, Wallace commissioned a series of studies exploring principal preparation from a number of perspectives, including that of the programs that deliver the training and the school district administrators who hire the programs’ graduates. The findings were synthesized in [a 2016 Wallace publication](#)¹⁴ looking at, among other things, barriers to the programs’ improvement and the state’s role in encouraging program upgrades. Overall, the report suggested that educators and policymakers nationwide believe university preparation programs need improvement. Eighty percent of district superintendents surveyed for one of the studies reported being largely dissatisfied with the training that principal candidates receive. Many universities, surveyed for another of the studies, see room for improvement, especially in collaborating with districts to provide higher-quality clinical experiences for aspiring leaders.

A new initiative explores how university principal training programs can improve and meet school district needs.

The initiative is exploring how university programs can improve training so it both reflects the evidence on how best to prepare effective principals and is in accord with the needs of the school districts that hire the programs’ graduates. Seven universities (with their states and district partners) are taking part: Albany State University (Georgia), Florida Atlantic University, North Carolina State, San Diego State University, the University of Connecticut, Virginia State University and Western Kentucky University. The seven states, which all have policies supportive of high-quality principal training, are receiving funding to review their policies pertaining to university-based principal training.

Principal Supervisor Initiative

By helping principals become more effective at improving teaching and learning, principal supervisors could greatly benefit the classroom. In most U.S. school districts, however, that potential has yet to be

13 Julia H. Kaufman, Susan M. Gates, Melody Harvey, Yan Wang and Mark Barrett, *What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources*, RAND Corporation, 2017.

14 Jacquelyn Davis, *Improving University Principal Preparation Programs: Five Themes From the Field*, The Wallace Foundation, 2016.

realized. Today, the typical supervisor is tasked with enforcing rules rather than helping principals become more effective instructional leaders. One reason may be that a supervisor typically has to oversee 24 principals, when the rule-of-thumb “span of control” for supervision that emphasizes developing principals’ skills is about half that number.

In 2014, Wallace launched the four-year Principal Supervisor Initiative to help six urban districts refashion the supervisor position through means including clearly defining the role, training supervisors, lowering the number of supervisees and re-shaping central office operations to emphasize principal support. The districts—Baltimore, Broward County, Fla. (Fort Lauderdale), Cleveland, Des Moines, Long Beach, Calif., and Minneapolis—are the subject of an ongoing Wallace-commissioned study by Mathematica Policy Research and Vanderbilt University.

Each district has made significant progress in reducing the number of supervisees per supervisor, so the ratio approaches the rule-of-thumb of 12-to-1. In 2016, the districts worked on tasks ranging from creating evaluations of principal supervisors to developing computerized databases of information on school leaders and potential school leaders.

GRANTEE PERCEPTIONS

Periodically, Wallace commissions the Center for Effective Philanthropy to survey our grantees, who are asked, among other things, to rate the foundation on a variety of factors on a scale of “1” (the lowest) to “7” (the highest). The answers are anonymous and compared with results from the Center’s database of more than 300 foundations as well as Wallace’s peer foundations, that is, foundations that are similar to Wallace in size, approach and focus. An especially important purpose of the survey is to let the foundation know what in our grant-making practices is working well and what isn’t. Some 96 grantees of the 134 grantee organizations that received the survey in 2016 responded, for a response rate of 71 percent.

Wallace grantees see the foundation as a leading source of information and ideas.

The results re-affirmed that Wallace grantees see the foundation as a leading source of information and ideas. They placed Wallace in the 99th percentile of foundations for advancing the state of knowledge in their fields, similar to results in 2014, when the survey was last conducted. Increasingly, the grantees also view

Wallace as having an impact on public policy that affects them. In fact, ratings in this area rose almost 20 points, from the 78th percentile in 2014 to the 96th in 2016. They suggest that Wallace’s recent efforts to ensure that policymakers are aware of our reports and other resources are bearing fruit.

The survey results also indicated that we have room for improvement in certain aspects of our work with arts grantees. Although as a whole Wallace’s scores in areas like responsiveness, fairness and clarity of communications were positive, they dipped below the median for our peer foundations, which dropped our percentile rankings. So, for example, the foundation received a score of 5.9 (out of 7) on its responsiveness to arts grantees, 5.8 on fairness and 5.4 on clarity—scores that were high but put Wallace at or below the 20th percentile in comparison with other foundations. We find this candid feedback very helpful.

We attribute this result in part to difficulties the Building Audiences for Sustainability grantees encountered in the initiative’s first year, including the complications of timing audience research with the long-term planning needed for scheduling performance seasons. In response, Wallace has shared the results with the grantees and taken steps to improve communications with each of the 25 Building Audiences for Sustainability arts organizations. The foundation intends to re-survey the grantees in early 2018 to see if matters have improved.

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

AFTERSCHOOL AND EXPANDED LEARNING

PUBLICATIONS

COLLECTIVE IMPACT AND THE NEW GENERATION OF CROSS-SECTOR COLLABORATIONS FOR EDUCATION: A NATIONWIDE SCAN

This report describes developments in the current generation of cross-sector collaborations for education and presents findings from a scan of initiatives across the U.S.

CONNECTING THE DOTS: DATA USE IN AFTERSCHOOL SYSTEMS

People and processes are as important as technology, according to early findings from a study of the use of data in afterschool systems.

EVALUATION OF CITIZEN SCHOOLS' EXPANDED LEARNING TIME MODEL: FINAL REPORT

An evaluation of the Citizen Schools expanded-learning model offers insights into expanded learning partnerships.

THE GROUNDWORK FOR SUCCESSFUL COHORT-BASED FISCAL CAPACITY BUILDING

Well-designed training and support can help nonprofits manage resources for sustainability and quality, The Wallace Foundation's Nancy Devine writes in The Foundation Review.

ARTS

PUBLICATIONS

CONVERTING FAMILY INTO FANS: HOW THE CONTEMPORARY JEWISH MUSEUM EXPANDED ITS REACH

This last in a series of 10 case studies describes how the Contemporary Jewish Museum in San Francisco moved to a larger space—and secured a nine-fold increase in family visitors of all backgrounds.

VIDEO

HOW AUDIENCE RESEARCH CAN HELP BUILD ARTS AUDIENCES

Market research expert Bob Harlow shows how arts organizations can use qualitative and quantitative research to attract and retain new audiences.

SCHOOL LEADERSHIP

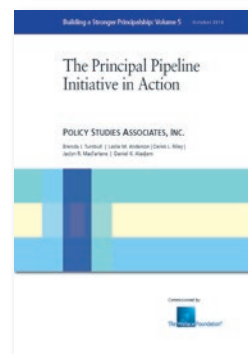
PUBLICATIONS

BUILDING A STRONGER PRINCIPALSHIP, VOL. 4: EVALUATING AND SUPPORTING PRINCIPALS

The fourth in a series of reports examines six districts' efforts to establish an approach to principal performance evaluation aimed at helping school leaders improve.

BUILDING A STRONGER PRINCIPALSHIP, VOL. 5: THE PRINCIPAL PIPELINE INITIATIVE IN ACTION

Six large school districts aiming to develop a larger corps of effective school leaders have made major strides in building pipelines to the principalship.



CHOCK FULL OF DATA: HOW SCHOOL DISTRICTS ARE BUILDING LEADER TRACKING SYSTEMS TO SUPPORT PRINCIPAL PIPELINES

A Wallace Story From the Field describes how six districts have developed data systems to help them better train, hire and support school principals.

IMPROVING UNIVERSITY PRINCIPAL PREPARATION PROGRAMS: FIVE THEMES FROM THE FIELD

This report examines perceptions of university programs that prepare the nation's future school principals, barriers to their improvement and the state's role in encouraging program upgrades.

IMPROVING STATE EVALUATION OF PRINCIPAL PREPARATION PROGRAMS

Five design principles for rigorous state evaluation of principal preparation programs are laid out in this report.

PERSPECTIVE: BUILDING PRINCIPAL PIPELINES—A JOB THAT URBAN DISTRICTS CAN DO

How can school districts build a pipeline of effective school principals? This Wallace Perspective sheds some light.

THE POWER OF PRINCIPAL SUPERVISORS: HOW TWO DISTRICTS ARE REMAKING AN OLD ROLE

A Wallace Story From the Field, accompanied by a video, describes efforts by two school districts to remake the job of the principal supervisor so it focuses on supporting principals.

SCHOOL LEADERSHIP INTERVENTIONS UNDER THE EVERY STUDENT SUCCEEDS ACT: EVIDENCE REVIEW, UPDATED AND EXPANDED

This updated RAND analysis offers guidance to states and districts on how they can choose to use the Every Student Succeeds Act to help achieve their school improvement goals by supporting principals and other school leaders.

SUPPORT FOR INSTRUCTIONAL LEADERSHIP

A RAND survey finds that school principals generally receive some on-the-job supports, but not a full trio of supervision, mentoring and professional development.

SLIDE PRESENTATION

COMMENTS TO US DoED ON INCLUDING SCHOOL LEADERSHIP IN IMPLEMENTATION OF NEW FEDERAL EDUCATION LAW

This Wallace Foundation letter and accompanying presentation, given to U.S. Department of Education officials, discusses the benefits of placing a high priority on school leadership in the implementation of the 2015 Every Student Succeeds Act.

VIDEO

A BOLD MOVE TO BETTER PREPARE PRINCIPALS: THE ILLINOIS STORY

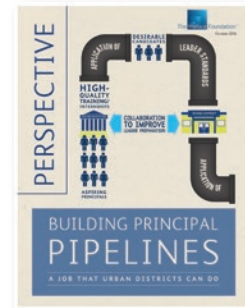
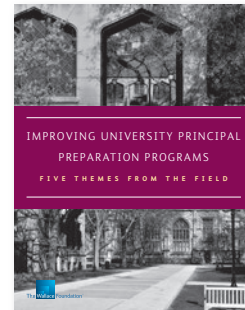
A series of videos describes how one state worked with universities, nonprofits and districts to change the way principals are trained and licensed, so that school improvement stands a better chance of succeeding.

IMPROVING UNIVERSITY PRINCIPAL PREPARATION PROGRAMS: FIVE THEMES FROM THE FIELD

Nicholas Pelzer, a program officer in The Wallace Foundation's education leadership unit, describes findings from a Wallace report about the landscape for university-based principal training programs.

SCHOOL LEADERSHIP IN ACTION: PRINCIPAL SUPERVISORS

Two school districts work to remake the job of the principal supervisor so it focuses on supporting principals, as shown in this WNET-produced video, which accompanies a Wallace Story From the Field.



SOCIAL AND EMOTIONAL LEARNING

SLIDE PRESENTATION

SOCIAL AND EMOTIONAL LEARNING: FEEDBACK AND COMMUNICATIONS INSIGHTS FROM THE FIELD

Market researchers explore the linguistic landscape of the many terms used to describe non-academic skills, finding some familiarity with “social and emotional learning.”

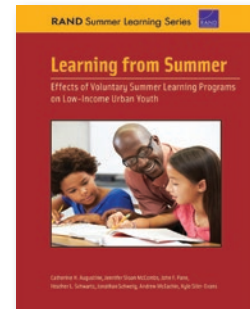


SUMMER LEARNING

PUBLICATIONS

LEARNING FROM SUMMER: EFFECTS OF VOLUNTARY SUMMER LEARNING PROGRAMS ON LOW-INCOME URBAN YOUTH

A groundbreaking study finds high-quality summer learning programs benefit high-attending students in math and reading.



SLIDE PRESENTATION

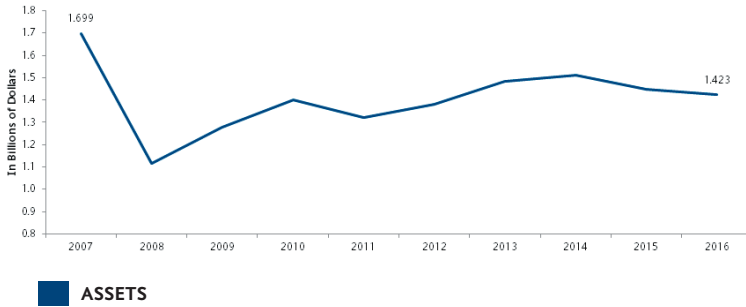
MAKING SUMMER COUNT FOR ALL OUR CHILDREN

Much must be done before children from low-income families have the same summer-learning opportunities as their more affluent peers, says Wallace Foundation President Will Miller. But some efforts are beginning to pave the way.



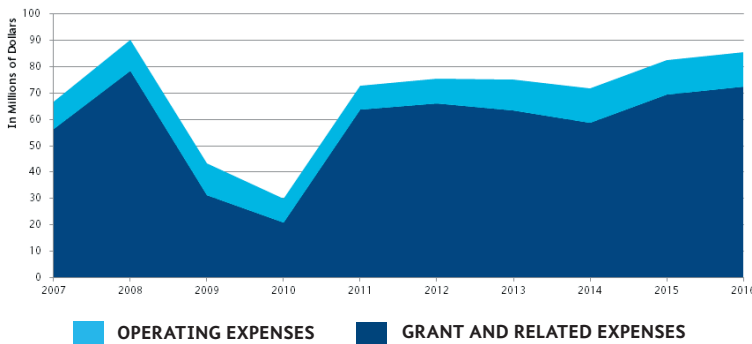
FINANCIAL OVERVIEW

INVESTMENT ASSETS



Our portfolio totaled \$1.423 billion on December 31, 2016, which was \$26 million lower than the previous year on a nominal basis. This reflected approximately \$76 million in grants and expenses that we paid in 2016, which was partially offset by market appreciation of \$50 million. In comparison with December 31, 2007, which was the last year-end before the Global Financial Crisis, our portfolio decreased by \$262 million on a nominal basis. This reflected the grants and expenses of \$709 million that we paid over the last 10 years, which was partially offset by market appreciation of \$447 million.

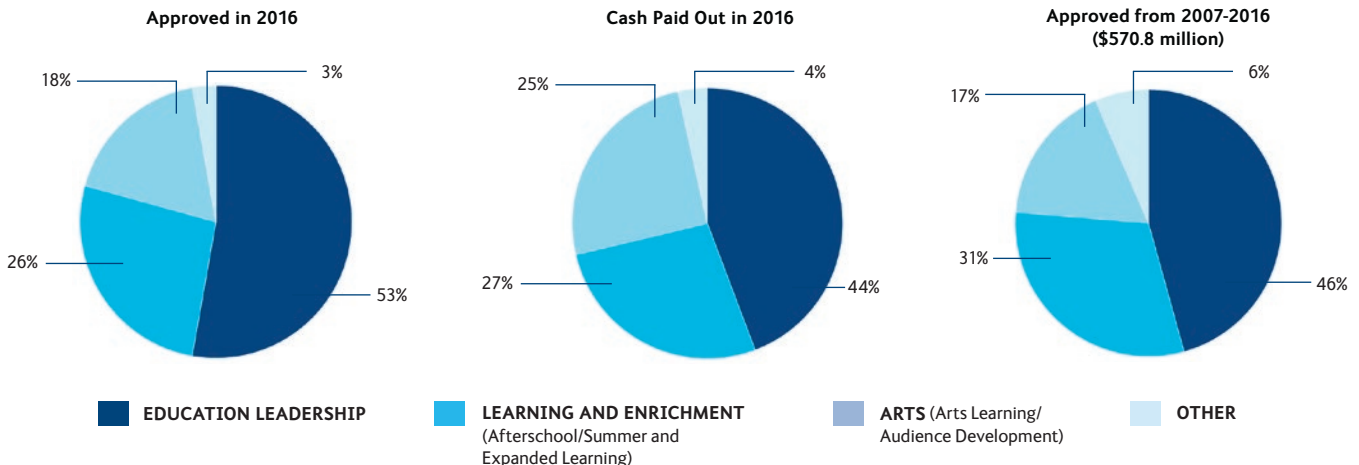
WALLACE'S EXPENSES OVER A DECADE



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

GRANT/PROGRAM EXPENSES BY FOCUS AREA

The pie charts below show spending, by percentage, in Wallace’s areas of interest. The first shows program grants and expenses approved in 2016; the second shows grants/expenses paid in 2016 (including grants approved in earlier years); the third shows the total grant amounts approved since 2007.



PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2016 to advance Wallace’s work in its areas of afterschool, arts education, audience development for the arts, school leadership, social and emotional learning, 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.

SCHOOL LEADERSHIP

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

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 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (Alexandria, Va.)—To provide technical assistance on the Every Student Succeeds Act to the Principal Pipeline Initiative professional learning community.	\$39,000	\$39,000	\$0	\$39,000	\$0
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)—To develop and test a model for a professional learning community for assistant principals.	\$150,000	\$150,000	\$0	\$150,000	\$0
OTHER RELATED EXPENSES —Activities including organization of learning community meetings.	\$3,413	\$3,413		\$3,413	

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION (Alexandria, Va.)—To share ideas about school leadership with elementary school principals.	\$200,000	\$200,000	\$0	\$200,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)—To conduct the evaluation of the Principal Pipeline Initiative and to study its leader tracking systems.	\$4,394,000	\$244,000	\$2,600,000	\$932,000	\$862,000
RAND CORPORATION (Santa Monica, Calif.)—To conduct a cost study of the Principal Pipeline Initiative and to conduct a nationally representative survey of school principals.	\$640,489	\$0	\$479,989	\$10,000	\$150,500
OTHER RELATED EXPENSES —Activities including videotaping, editing, printing and dissemination of Wallace knowledge products.	\$25,901	\$8,800	\$5,000	\$20,901	\$0

PRINCIPAL SUPERVISOR INITIATIVE

1. DEVELOP INNOVATION SITES

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 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
BALTIMORE CITY PUBLIC SCHOOLS (Baltimore)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
BOARD OF EDUCATION OF PRINCE GEORGE’S COUNTY (Upper Marlboro, Md.)—To provide technical assistance to districts participating in the Principal Supervisor Initiative.	\$400,000	\$400,000	\$0	\$400,000	\$0
CLEVELAND MUNICIPAL SCHOOL DISTRICT (Cleveland)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—To provide technical assistance to districts participating in the Principal Supervisor Initiative.	\$200,000	\$200,000	\$0	\$200,000	\$0
DC PUBLIC EDUCATION FUND (Washington, D.C.)—To participate in the Principal Supervisor Initiative as a “leading district.”	\$700,000	\$0	\$670,000	\$0	\$30,000
DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT (Des Moines)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
LONG BEACH UNIFIED SCHOOL DISTRICT (Long Beach, Calif.)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
NEW TEACHER CENTER (Santa Cruz, Calif.)—To provide technical assistance to a working group on professional development in the Principal Supervisor Initiative’s professional learning community.	\$150,000	\$150,000	\$0	\$75,000	\$75,000
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.) —To provide technical assistance to a working group on succession planning in the Principal Supervisor Initiative’s professional learning community.	\$50,000	\$0	\$25,000	\$25,000	\$0

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
SPECIAL SCHOOL DISTRICT NO. 1 (Minneapolis)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.)—To conduct a professional learning community for districts participating in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (Pompano Beach, Fla.)—To participate in the Principal Supervisor Initiative.	\$800,000	\$800,000	\$0	\$800,000	\$0
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa, Okla.)—To participate in the Principal Supervisors Initiative as a "leading district."	\$1,100,000	\$0	\$770,000	\$150,000	\$180,000

2. DEVELOP AND SHARE KNOWLEDGE

MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To conduct an evaluation of the Principal Supervisor Initiative.	\$2,618,000	\$118,000	\$0	\$1,300,000	\$1,318,000
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UNIVERSITY PRINCIPAL PREPARATION INITIATIVE

1. DEVELOP INNOVATION SITES

Develop Innovation Sites—This initiative, launched late in 2016, seeks to help universities improve their programs to train future principals.

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
ALBANY STATE UNIVERSITY (Albany, Ga.)—To participate in the University Principal Preparation Initiative.	\$2,360,751	\$2,360,751	\$0	\$1,180,376	\$1,180,375
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (Alexandria, Va.)—To provide technical assistance for universities and districts participating in the University Principal Preparation Initiative.	\$250,000	\$250,000	\$0	\$250,000	\$0
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To manage two professional learning communities for the University Principal Preparation Initiative, one for all participants and one for states.	\$670,000	\$670,000	\$0	\$670,000	\$0
EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.)—To provide technical assistance to universities and districts participating in the University Principal Preparation Initiative.	\$1,225,000	\$1,225,000	\$0	\$1,225,000	\$0
FLORIDA ATLANTIC UNIVERSITY (Boca Raton, Fla.)—To participate in the University Principal Preparation Initiative.	\$2,337,493	\$2,337,493	\$0	\$2,337,493	\$0
NORTH CAROLINA STATE UNIVERSITY (Raleigh, N.C.)—To participate in the University Principal Preparation Initiative.	\$2,134,888	\$2,134,888	\$0	\$2,134,888	\$0
SAN DIEGO STATE UNIVERSITY FOUNDATION (San Diego)—To participate in the University Principal Preparation Initiative.	\$2,374,576	\$2,374,576	\$0	\$1,187,288	\$1,187,288

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.)—To organize a conference for universities and districts invited to submit proposals for the University Principal Preparation Initiative.	\$150,000	\$150,000	\$0	\$150,000	\$0
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (Charlottesville, Va.)—To provide technical assistance to universities and districts participating in the University Principal Preparation Initiative.	\$200,000	\$200,000	\$0	\$200,000	\$0
UNIVERSITY OF CONNECTICUT (Storrs, Conn.)—To participate in the University Principal Preparation Initiative.	\$2,150,001	\$2,150,001	\$0	\$1,075,001	\$1,075,000
UNIVERSITY OF THE STATE OF NEW YORK REGENTS RESEARCH FUND (Albany, N.Y.)—To conduct research on how university preparation programs can work with school districts to improve training of future principals.	\$500,000	\$500,000	\$0	\$500,000	\$0
VIRGINIA STATE UNIVERSITY (Petersburg, Va.)—To participate in the University Principal Preparation Initiative.	\$2,411,951	\$2,411,951	\$0	\$1,205,976	\$1,205,975
WESTERN KENTUCKY UNIVERSITY RESEARCH FOUNDATION, INC. (Bowling Green, Ky.)—To participate in the University Principal Preparation Initiative.	\$1,785,000	\$1,785,000	\$0	\$1,785,000	\$0
OTHER RELATED EXPENSES —Activities including support to select grantees for the University Principal Preparation Initiative.	\$362,460	\$287,460	\$50,000	\$279,430	\$33,030

2. DEVELOP AND SHARE KNOWLEDGE

RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the University Principal Preparation Initiative.	\$3,799,072	\$3,799,072	\$0	\$1,000,000	\$2,799,072
OTHER RELATED EXPENSES —Activities including travel expenses for the evaluation of the University Principal Preparation Initiative.	\$927	\$927	\$0	\$927	\$0

OTHER EDUCATION LEADERSHIP PROJECTS

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (Alexandria, Va.)—To disseminate knowledge about school leadership through webinars, publications and the organization's national conference.	\$300,000	\$300,000	\$0	\$150,000	\$150,000
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To update an online map showing school leadership efforts, such as adoption of model principal standards, in the 50 states.	\$180,000	\$180,000	\$0	\$180,000	\$0
ARABELLA ADVISORS (Washington, D.C.)—To help build a learning community within the Education Leaders Network.	\$90,000	\$0	\$31,500	\$58,500	\$0
BOARD OF TRUSTEES ILLINOIS STATE UNIVERSITY (Normal, Ill.)—To fund research at the Center for the Study of Education Policy about new teacher leadership endorsement programs.	\$29,000	\$29,000	\$0	\$29,000	\$0

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To develop and disseminate knowledge about school leadership, including information about the implications of the federal Every Student Succeeds Act.	\$2,500,000	\$2,500,000	\$0	\$1,000,000	\$1,500,000
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—To conduct “cross-city action groups” for large urban districts to address implementation issues under the federal Every Student Succeeds Act.	\$550,000	\$550,000	\$0	\$550,000	\$0
EDUCATIONCOUNSEL, LLC (Washington, D.C.)—For policy analysis, including clarification of permissible uses of funding under the federal Every Student Succeeds Act.	\$350,596	\$260,596	\$0	\$297,957	\$52,639
ETHNO PICTURES NFP (Chicago)—To produce and distribute documentaries about successful school leadership efforts.	\$41,925	\$5,000	\$15,925	\$13,925	\$12,075
NATIONAL STAFF DEVELOPMENT COUNCIL (Dallas)—To disseminate knowledge about school leadership.	\$350,000	\$350,000	\$0	\$175,000	\$175,000
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, Va.)—To disseminate knowledge about school leadership.	\$300,000	\$300,000	\$0	\$300,000	\$0
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (Washington, D.C.)—To convene a task force of governors to consider advancing education leadership under the Every Student Succeeds Act.	\$345,000	\$345,000	\$0	\$345,000	\$0
NATIONAL URBAN LEAGUE, INC. (New York City)—To participate in discussions for states and school districts about the use of the Every Student Succeeds Act to develop and support principals and other school leaders.	\$800,000	\$800,000	\$0	\$800,000	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct a scan of evidence about education leadership that fits the definitions of rigor in the Every Student Succeeds Act.	\$775,000	\$775,000	\$0	\$725,000	\$50,000
THE EDUCATION TRUST, INC. (Washington, D.C.)—To disseminate knowledge about school leadership.	\$350,000	\$350,000	\$0	\$175,000	\$175,000
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.)—To manage a professional learning community for 10 states interested in seeing how the Every Student Succeeds Act could be used to advance school leadership.	\$1,100,000	\$1,100,000	\$0	\$1,100,000	\$0
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (Charlottesville, Va.)—To disseminate knowledge about school leadership.	\$250,000	\$250,000	\$0	\$125,000	\$125,000
OTHER RELATED EXPENSES —Activities including management of school leadership projects, management of professional learning communities and production and dissemination of education leadership reports.	\$248,152	\$129,395	\$82,230	\$93,770	\$72,152
TOTAL	\$45,749,595	\$36,056,323	\$6,029,644	\$27,329,845	\$12,390,106

AFTERSCHOOL

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 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
COLLABORATIVE COMMUNICATIONS GROUP (Washington, D.C.)—To develop and participate in workshops to help grantees fund afterschool systems and better use data to improve them.	\$100,275	\$10,000	\$3,500	\$90,385	\$6,390
CROSS & JOFTUS, LLC (Bethesda, Md.)—To help organize professional learning community meetings for participants in the Afterschool System Building initiative.	\$135,000	\$0	\$30,000	\$105,000	\$0
EXPANDED SCHOOLS, INC. (New York City)—To test a tool to measure progress in afterschool systems.	\$1,000,000	\$0	\$545,000	\$430,000	\$25,000
FORT WORTH SPARC (Fort Worth)—To fund the city's participation in the afterschool systems effort.	\$150,000	\$0	\$0	\$0	\$150,000
FUND FOR PHILADELPHIA INC. (Philadelphia)—To fund the city's participation in the afterschool systems effort.	\$150,000	\$0	\$0	\$150,000	\$0
OTHER RELATED EXPENSES —Activities including program management assistance and organization of professional learning communities.	\$489,576	\$252,084	\$159,201	\$241,879	\$88,496

2. DEVELOP AND SHARE KNOWLEDGE

CHAPIN HALL CENTER FOR CHILDREN AT THE UNIVERSITY OF CHICAGO (Chicago)—To capture insights into how cities use data to improve the quantity and quality of afterschool learning opportunities for children.	\$1,799,999	\$0	\$1,350,000	\$350,000	\$99,999
AFTERSCHOOL ALLIANCE (Washington, D.C.)—To disseminate ideas and information about high-quality afterschool programs.	\$225,000	\$0	\$100,000	\$125,000	\$0
OTHER RELATED EXPENSES —Activities including the organization of meetings and seminars to disseminate information about afterschool systems.	\$23,073	\$23,073	\$0	\$23,073	\$0

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) and other means.

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
FISCAL MANAGEMENT ASSOCIATES (New York City)—To update resources on the strongnonprofits.org website.	\$150,000	\$75,000	\$58,500	\$84,500	\$7,000
OTHER RELATED EXPENSES —Activities including the organization of meetings and seminars to disseminate information about nonprofit financial management.	\$3,245	\$3,245	\$0	\$3,245	\$0

OTHER AFTERSCHOOL PROJECTS

GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To support the Out-of-School Time Funders Network and to develop a guide for grantmakers.	\$20,200	\$20,200	\$0	\$20,200	\$0
TOTAL	\$4,246,368	\$383,602	\$2,246,201	\$1,623,282	\$376,885

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 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
BELLWETHER EDUCATION PARTNERS (Sudbury, Mass.)—To provide technical assistance for the summer learning effort.	\$159,474	\$159,474	\$0	\$102,579	\$56,895
BIG THOUGHT (Dallas)—To support Dallas Independent School District's and Big Thought's 2016 Summer Achievers Academy and related activities to strengthen summer learning in Dallas.	\$465,000	\$0	\$0	\$465,000	\$0
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To support Boston Public School's 2016 Summer Learning Program.	\$480,000	\$0	\$0	\$480,000	\$0
CROSBY MARKETING COMMUNICATIONS (Annapolis, Md.)—To provide technical assistance and support to districts participating in the summer learning project.	\$643,520	\$0	\$284,020	\$277,915	\$81,585
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas)—To support Dallas Independent School District's and Big Thought's 2016 Summer Achievers Academy and related activities to strengthen summer learning in Dallas.	\$465,000	\$0	\$0	\$465,000	\$0
JACKSONVILLE PUBLIC EDUCATION FUND, INC. (Jacksonville, Fla.)—To develop a shared vision and plan for summer learning and out-of-school-time efforts in Jacksonville.	\$115,100	\$0	\$0	\$75,100	\$40,000
NEW LEGACY PARTNERSHIPS, LLC (Kennebunk, Me.)—To provide technical assistance for the National Summer Learning Project.	\$218,040	\$0	\$201,991	\$16,049	\$0
PITTSBURGH PUBLIC SCHOOLS (Pittsburgh)—To support Pittsburgh Public Schools' 2016 Summer Dreamers Academy and related activities to strengthen summer learning in Pittsburgh.	\$480,000	\$0	\$0	\$480,000	\$0
ROCHESTER AREA COMMUNITY FOUNDATION (Rochester, N.Y.)—To support Rochester City School District's 2016 Summer Learning Program.	\$117,340	\$0	\$0	\$117,340	\$0
ROCHESTER CITY SCHOOL DISTRICT (Rochester, N.Y.)—To support Rochester City School District's 2016 Summer Learning Program.	\$349,945	\$0	\$0	\$349,945	\$0
THE LEARNING AGENDA, LLC (Springfield, Pa.)—To provide technical assistance to districts participating in Wallace's summer learning effort, to manage the initiative's professional learning community and to develop an online summer planning toolkit for districts.	\$661,122	\$0	\$108,214	\$268,185	\$284,723
THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA (Jacksonville, Fla.)—To support Duval County Public School's 2016 Super Summer Academy and related activities to strengthen summer learning in Duval County.	\$480,000	\$0	\$0	\$480,000	\$0
OTHER RELATED EXPENSES —Activities including the organization of meetings of the National Summer Learning Project's professional learning community.	\$107,387	\$105,541	\$0	\$107,387	\$0

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the National Summer Learning Project.	\$6,919,928	\$0	\$5,900,000	\$250,000	\$769,928

SUPPORT LEADING EXPANDED LEARNING ORGANIZATIONS

1. DEVELOP INNOVATION SITES

These grants support leading nonprofits with promising work under way to expand learning opportunities

NATIONAL COUNCIL OF YMCAs OF THE USA (Chicago)—To support the Y-BELL Power Scholars Academy.	\$7,315,000	\$0	\$2,682,000	\$2,839,000	\$1,794,000
SAY YES TO EDUCATION, INC. (New York City)—To support a citywide effort to boost education and other opportunities for young people in Buffalo, N.Y.	\$4,500,000	\$0	\$4,000,000	\$500,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

ALL HANDS RAISED (Portland, Ore.)—To participate in and assist with a study investigating whether and how communities work across sectors to generate large-scale education reform.	\$50,000	\$0	\$25,000	\$25,000	\$0
DIFFUSION ASSOCIATES (East Lansing, Mich.)—To conduct a research study that examines how collaborations have been used to expand the effects of social innovations.	\$722,289	\$0	\$449,209	\$214,859	\$58,221
EXPANDED SCHOOLS, INC. (New York City)—To support an evaluation of the organization.	\$472,000	\$0	\$413,000	\$0	\$59,000
GREATER MILWAUKEE FOUNDATION, INC. (Milwaukee)—To participate in and assist with a study investigating whether and how communities work across sectors to generate large-scale education reform.	\$50,000	\$0	\$15,000	\$35,000	\$0
MDRC (New York City)—To expand an evaluation of Communities in Schools.	\$495,000	\$0	\$445,000	\$0	\$50,000
NATIONAL AFTERSCHOOL ASSOCIATION (Oakton, Va.)—To serve as a Wallace communications partner.	\$250,000	\$0	\$125,000	\$125,000	\$0
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To support Grantmakers for Thriving Youth, which supports the development of skills and capacities for learning, work, citizenship and life.	\$20,000	\$20,000	\$0	\$15,000	\$5,000
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To conduct a comparative study to determine whether and how major community institutions can work together across sectors toward large-scale education reform.	\$920,000	\$0	\$700,000	\$60,500	\$159,500

**OTHER SUMMER AND EXPANDED
LEARNING PROJECTS**

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
PRESIDENT AND FELLOWS OF HARVARD COLLEGE (Cambridge, Mass.)—To support Project READS.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)— To implement the Summer Learning Program Quality Intervention process in Denver, St. Paul and Seattle in the summer of 2016.	\$56,600	\$56,600	\$0	\$56,600	\$0
WINGS FOR KIDS (Charleston, S.C.)—To help complete an evaluation of the organization and to support improvements informed by results of the evaluation thus far.	\$100,000	\$100,000	\$0	\$100,000	\$0
TOTAL	\$26,812,744	\$641,615	\$15,348,434	\$8,005,459	\$3,458,851

Our goal is that schools and out-of-school-time programs align and improve the opportunities they provide children for social and emotional learning.

1. DEVELOP INNOVATION SITES

These grants and contracts support efforts to have schools and out-of-school-time programs in selected cities improve and align their work to develop children’s social and emotional learning.

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (Alexandria, Va.)—To help identify districts that might join the Partnerships for Social and Emotional Learning Initiative.	\$82,739	\$0	\$70,000	\$12,739	\$0
BIG THOUGHT (Dallas)—To help Dallas create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$196,817	\$196,817	\$0	\$51,050	\$145,767
BOARD OF EDUCATION KENT COUNTY (Grand Rapids, Mich.)—To help Grand Rapids create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$240,000	\$240,000	\$0	\$50,000	\$190,000
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To help Boston create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$201,050	\$201,050	\$0	\$51,050	\$150,000
BOSTON PUBLIC SCHOOLS (Boston)—To help Boston create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$200,000	\$200,000	\$0	\$50,000	\$150,000
CITY OF GRAND RAPIDS, OUR COMMUNITY'S CHILDREN (Grand Rapids, Mich.)—To help Grand Rapids create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$160,000	\$160,000	\$0	\$50,000	\$110,000
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To advise Wallace on the development of the Partnerships for Social and Emotional Learning Initiative, support organizations participating in the effort and help establish assessments of social and emotional learning in schools.	\$1,866,812	\$1,816,812	\$856	\$1,691,956	\$174,000
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas)—To help Dallas create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$204,233	\$204,233	\$0	\$0	\$204,233
DENVER AFTERSCHOOL ALLIANCE (Denver)—To help Denver create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$325,000	\$325,000	\$0	\$50,000	\$275,000
DENVER PUBLIC SCHOOLS FOUNDATION (Denver)—To help Denver create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$75,000	\$75,000	\$0	\$50,000	\$25,000
ERNST & YOUNG, LLP (Boston)—To manage the nomination and selection processes for the Partnerships for Social and Emotional Learning Initiative.	\$250,000	\$175,000	\$0	\$250,000	\$0
EXPANDED SCHOOLS, INC. (New York City)—To help New York City create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$201,050	\$201,050	\$0	\$51,050	\$150,000

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
JOSLYN LEVY & ASSOCIATES, LLC (New York City)—To help develop the strategy for the Partnerships for Social and Emotional Learning Initiative.	\$170,290	\$2,396	\$107,278	\$63,012	\$0
OAKLAND UNIFIED SCHOOL DISTRICT (Oakland, Calif.)—To help Oakland create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$254,974	\$254,974	\$0	\$50,000	\$204,974
PARTNERSHIP FOR CHILDREN AND YOUTH (Oakland, Calif.)—To help Oakland create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$146,076	\$146,076	\$0	\$51,050	\$95,026
PRIME TIME PALM BEACH COUNTY, INC. (Boynton Beach, Fla.)—To help Palm Beach County create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$189,050	\$189,050	\$0	\$51,050	\$138,000
SCHOOL DISTRICT OF PALM BEACH COUNTY (West Palm Beach, Fla.)—To help Palm Beach County create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$212,000	\$212,000	\$0	\$0	\$212,000
TACOMA SCHOOL DISTRICT NO.10 (Tacoma, Wash.)—To help Tacoma create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$50,000	\$50,000	\$0	\$50,000	\$0
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—To help develop strategies for the Partnerships for Social and Emotional Learning Initiative and to help select and support the organizations participating in it.	\$1,600,384	\$1,600,384	\$0	\$1,600,384	\$0
THE FUND FOR PUBLIC SCHOOLS, INC. (New York City)—To help New York City create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$200,000	\$200,000	\$0	\$50,000	\$150,000
THE GREATER TACOMA COMMUNITY FOUNDATION (Tacoma, Wash.)—To help Tacoma create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$350,000	\$350,000	\$0	\$50,000	\$300,000
THE YOUNG MEN'S CHRISTIAN ASSOCIATION OF GREATER TULSA (Tulsa, Okla.)—To help Tulsa create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$211,050	\$211,050	\$0	\$51,050	\$160,000
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa, Okla.)—To help Tulsa create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$190,000	\$190,000	\$0	\$50,000	\$140,000
OTHER RELATED EXPENSES —Activities including travel and logistics support to select participants for the Partnerships for Social and Emotional Learning Initiative.	\$16,773	\$16,773	\$0	\$16,773	\$0

2. DEVELOP AND SHARE KNOWLEDGE

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To help build the organization's communications capabilities and to develop knowledge products.	\$675,000	\$675,000	\$0	\$375,000	\$300,000
EDGE RESEARCH (Arlington, Va.)—To conduct market research on the attitudes of low-income parents toward social and emotional learning and the terminology used to describe it.	\$220,000	\$70,000	\$100,000	\$120,000	\$0
FUND FOR THE CITY OF NEW YORK, INC. (New York City)—To support refinement of the Student Success Network's approach to social skills measurement.	\$25,000	\$25,000	\$0	\$25,000	\$0

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
MONICA NG & ASSOCIATES (Brooklyn, N.Y.)—To prepare a report on the current state of understanding of social and emotional learning.	\$180,437	\$0	\$107,216	\$73,222	\$0
PRESIDENT AND FELLOWS OF HARVARD COLLEGE (Cambridge, Mass.)—To produce four public reports on evidence-based social and emotional learning programs and to help analyze and explain connections between different social-and-emotional-learning frameworks.	\$241,449	\$241,449	\$0	\$100,000	\$141,449
RAND CORPORATION (SANTA MONICA, CALIF.) —To conduct an evaluation of the Partnerships for Social and Emotional Learning Initiative, to develop a database of indicators to measure social and emotional learning and to catalog research related to social and emotional learning that meets Every Student Succeeds Act evidence standards.	\$8,530,000	\$8,824,777	\$0	\$1,920,000	\$6,610,000
OTHER RELATED EXPENSES —Activities including those incurring incidental expenses for the evaluation of the Partnerships for Social and Emotional Learning Initiative.	\$5,223	\$5,223	\$0	\$5,223	\$0
TOTAL	\$17,470,408	\$17,059,114	\$385,349	\$7,059,609	\$10,025,449

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

1. DEVELOP INNOVATION SITES

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

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
BOYS & GIRLS CLUBS OF AMERICA (Atlanta)—To develop and run high-quality, year-round arts programming for tweens.	\$1,644,880	\$1,644,880	\$0	\$790,000	\$854,880
EDVESTORS, INC. (Boston)—To help ensure the sustainability of Boston Public Schools' efforts to expand access to and equity of high-quality arts education.	\$1,500,000	\$0	\$750,000	\$500,000	\$250,000
NEXT LEVEL STRATEGIC MARKETING GROUP (Pleasantville, N.Y.)—To help manage the arts education effort at the Boys & Girls Clubs of America.	\$618,351	\$0	\$398,193	\$185,664	\$34,494
THE COLCHESTER CONSULTING GROUP (Glencoe, Ill.)—To manage a learning community of participants in the Arts for Young People initiative.	\$372,714	\$0	\$174,854	\$197,860	\$0

2. DEVELOP AND SHARE KNOWLEDGE

RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct a study of the Boys & Girls Clubs of America's tween arts effort.	\$1,990,000	\$0	\$1,300,000	\$400,000	\$290,000
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OTHER ARTS EDUCATION PROJECTS

AMERICAN INSTITUTES FOR RESEARCH (Washington, D.C.)—To review and document research about arts integration in K-12 education that meets the definitions of evidence required in the Every Student Succeeds Act.	\$496,677	\$496,677	\$0	\$450,000	\$46,677
AMERICANS FOR THE ARTS INC. (Washington, D.C.)—To gauge state interest in funding arts education through the federal Every Student Succeeds Act.	\$40,000	\$40,000	\$0	\$40,000	\$0
EDUCATION COMMISSION OF THE STATES (Denver)—To support the work of the Arts Education Partnership.	\$25,000	\$25,000	\$0	\$25,000	\$0
GRANTMAKERS IN THE ARTS (Seattle)—To research and develop strategies to promote federal policy favorable to arts education.	\$60,000	\$60,000	\$0	\$30,000	\$30,000
URBAN ARTS PARTNERSHIP (New York City)—To develop a sustainable business model.	\$100,000	\$100,000	\$0	\$100,000	\$0
TOTAL	\$6,847,622	\$2,366,557	\$2,623,047	\$2,718,524	\$1,506,051

**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 these efforts contribute to their overall financial health.

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
ALVIN AILEY AMERICAN DANCE THEATER (New York City)—To participate in the Building Audiences for Sustainability initiative.	\$1,249,339	\$505,500	\$250,000	\$470,000	\$529,339
ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY (Tempe, Ariz.)—To participate in the Building Audiences for Sustainability initiative.	\$389,500	\$129,500	\$0	\$389,500	\$0
BALLET AUSTIN INCORPORATED (Austin, Tex.)—To participate in the Building Audiences for Sustainability initiative.	\$345,000	\$345,000	\$0	\$345,000	\$0
BALTIMORE SYMPHONY ORCHESTRA (Baltimore)—To participate in the Building Audiences for Sustainability initiative.	\$914,500	\$409,500	\$455,000	\$455,000	\$4,500
CONTEMPORARY ARTS CENTER (New Orleans)—To participate in the Building Audiences for Sustainability initiative.	\$877,000	\$442,000	\$410,000	\$425,000	\$42,000
DENVER CENTER FOR THE PERFORMING ARTS (Denver)—To participate in the Building Audiences for Sustainability initiative.	\$435,000	\$435,000	\$0	\$410,000	\$25,000
EAST BAY PERFORMING ARTS (Oakland, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$190,400	\$0	\$0	\$190,400	\$0
CHICAGO THEATRE GROUP, INC. (Chicago)—For Goodman Theatre to participate in the Building Audiences for Sustainability initiative.	\$1,076,100	\$531,100	\$495,000	\$536,000	\$45,100
LOS ANGELES PHILHARMONIC ASSOCIATION (Los Angeles)—To participate in the Building Audiences for Sustainability initiative.	\$705,000	\$0	\$525,000	\$180,000	\$0
LYRIC OPERA OF CHICAGO (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$1,164,000	\$564,000	\$485,000	\$570,000	\$109,000
OPERA PHILADELPHIA (Philadelphia)—To participate in the Building Audiences for Sustainability initiative.	\$790,000	\$0	\$525,000	\$240,000	\$25,000
OPERA THEATRE OF SAINT LOUIS (Saint Louis)—To participate in the Building Audiences for Sustainability initiative.	\$887,250	\$413,000	\$0	\$887,250	\$0
PACIFIC NORTHWEST BALLET ASSOCIATION (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$933,000	\$308,000	\$410,000	\$200,000	\$323,000
PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC. (Pasadena, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$885,000	\$370,000	\$480,000	\$205,000	\$200,000
PORTLAND CENTER STAGE (Portland, Ore.)—To participate in the Building Audiences for Sustainability initiative.	\$992,000	\$0	\$560,000	\$250,000	\$182,000

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, Calif.)—For Cal Performances to participate in the Building Audiences for Sustainability initiative.	\$945,275	\$357,000	\$520,000	\$407,000	\$18,275
S. RADOFF ASSOCIATES, LLC (New York City)—To conduct post-performance surveys and assist arts organizations in the Building Arts for Sustainability initiative with market research.	\$3,732,969	\$1,247,969	\$695,000	\$1,132,038	\$1,905,931
SAN FRANCISCO PERFORMANCES, INC. (San Francisco)—To participate in the Building Audiences for Sustainability initiative.	\$760,000	\$340,000	\$390,000	\$285,000	\$85,000
SEATTLE OPERA (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$880,000	\$440,000	\$405,000	\$475,000	\$0
SEATTLE SYMPHONY ORCHESTRA, INC. (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$760,000	\$315,000	\$410,000	\$325,000	\$25,000
STEPPENWOLF THEATRE COMPANY (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$655,500	\$0	\$0	\$655,500	\$0
TECHNICAL DEVELOPMENT CORPORATION (Boston)—To help manage the Building Audiences for Sustainability initiative.	\$1,648,316	\$0	\$408,173	\$565,867	\$674,276
THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK (New York City)—To participate in the Building Audiences for Sustainability initiative.	\$1,193,140	\$406,000	\$770,000	\$403,140	\$20,000
THE PRICING INSTITUTE DBA JCA ARTS MARKETING (New York City)—To assess the databases of three organizations participating in the Building Audiences for Sustainability initiative.	\$53,123	\$53,123	\$0	\$53,123	\$0
THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY (La Jolla, Calif.)—For the La Jolla Playhouse to participate in the Building Audiences for Sustainability initiative.	\$943,500	\$463,500	\$445,000	\$470,000	\$28,500
THINK VIRTUAL FIELDWORK, LLC (Palm Beach, Fla.)—To assist arts organizations in the Building Audiences for Sustainability initiative with post-performance surveys.	\$29,200	\$0	\$0	\$29,200	\$0
UNIVERSITY MUSICAL SOCIETY (Ann Arbor, Mich.)—To participate in the Building Audiences for Sustainability initiative.	\$766,000	\$316,000	\$390,000	\$376,000	\$0
VICTORY GARDENS THEATER (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$619,100	\$199,100	\$350,000	\$240,000	\$29,100
WOLFBROWN (San Francisco)—To conduct a learning community meeting of organizations in the Building Audiences for Sustainability initiative.	\$179,431	\$179,431	\$0	\$179,431	\$0
WOOLLY MAMMOTH THEATRE (Washington, D.C.)—To participate in the Building Audiences for Sustainability initiative.	\$718,500	\$333,500	\$365,000	\$283,000	\$70,500
WORLD MUSIC, INC. (Cambridge, Mass.)—To participate in the Building Audiences for Sustainability initiative.	\$955,500	\$450,500	\$460,000	\$415,500	\$80,000
YERBA BUENA CENTER FOR THE ARTS (San Francisco)—To support audience building efforts.	\$250,000	\$0	\$125,000	\$100,000	\$25,000
OTHER RELATED EXPENSES —Activities including organization of learning community meetings.	\$80,214	\$80,214	\$0	\$80,214	\$0

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
ARTSJOURNAL.COM (Seattle)—To support an arts media project exploring ways in which arts organizations can engage and expand audiences.	\$100,000	\$0	\$50,000	\$50,000	\$0
ARTS REACH UNLIMITED, INC. (Long Beach, Calif.)—To present four keynote addresses on arts marketing by market research expert Bob Harlow.	\$60,000	\$60,000	\$0	\$60,000	\$0
METROPOLITAN ARTS COUNCIL OF GREATER KANSAS CITY (Kansas City, Mo.)—To support an event that helps local arts organizations use effective audience-development practices.	\$40,000	\$40,000	\$0	\$40,000	\$0
FRACTURED ATLAS, INC. (New York City)—To support the arts communications work of the Association of Arts Administration Educators.	\$25,000	\$25,000	\$0	\$25,000	\$0
RESNICOW SCHROEDER ASSOCIATES, INC. (New York City)—To help Wallace disseminate ideas and information about audience-building strategies for arts organizations.	\$459,226	\$144,227	\$188,418	\$260,974	\$9,835
THE UNIVERSITY OF TEXAS AT AUSTIN (Austin, Tex.)—To conduct an evaluation of the Building Audiences for Sustainability initiative.	\$3,500,000	\$0	\$1,200,000	\$0	\$2,300,000
WNET (New York, NY)—To produce videos of work unfolding in the Building Audiences for Sustainability initiative.	\$268,500	\$0	\$0	\$135,000	\$133,500
OTHER RELATED EXPENSES —Activities including conference sponsorships, documentation of early Building Audiences for Sustainability efforts, and development and printing of Wallace knowledge products.	\$140,588	\$83,987	\$1,050	\$100,555	\$38,983
TOTAL	\$32,007,477	\$9,886,152	\$12,242,641	\$12,860,997	\$6,903,839

**COMMUNICA-
TIONS**

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
ACRONYM MEDIA (New York City)—To provide search engine marketing services and consultation.	\$634,552	\$0	\$329,715	\$291,724	\$13,113
BIG THINK STUDIOS (San Francisco)—To manage print advertising, develop creative concepts and purchase advertising.	\$149,993	\$149,993	\$0	\$149,993	\$0
KENNESAW STATE UNIVERSITY RESEARCH AND SERVICE FOUNDATION, INC. (Kennesaw, Ga.)—To support coverage of afterschool, summer learning, arts learning and social-emotional learning in Youth Today.	\$200,000	\$200,000	\$0	\$200,000	\$0
NATIONAL PUBLIC RADIO, INC. (Washington, D.C.)—To support radio and web coverage of education and the arts.	\$1,650,000	\$0	\$571,286	\$0	\$1,078,714
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To support coverage of education topics in The Hechinger Report.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide communications services to disseminate ideas and information from Wallace's efforts to policymakers, practitioners and others.	\$1,244,991	\$640,000	\$570,445	\$659,761	\$14,785
OTHER RELATED EXPENSES —Activities including development and dissemination of Wallace products.	\$76,955	\$76,955	\$0	\$66,155	\$10,800
TOTAL	\$4,056,491	\$1,166,948	\$1,471,446	\$1,467,633	\$1,117,411

**SERVICE TO
THE FIELD OF
PHILANTHROPY**

	TOTAL AS OF 12/31/16	APPROVED 2015	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
ASIAN AMERICAN-PACIFIC ISLANDERS IN PHILANTHROPY, INC. (Oakland, Calif.)—To support this organization, which is dedicated to the full civic and economic participation of Asian-Americans and Pacific Islanders.	\$10,000	\$10,000	\$0	\$10,000	\$0
ASSOCIATION OF BLACK FOUNDATION EXECUTIVES, INC. (New York City)—To support this organization, which advocates for responsive investments in black communities.	\$10,000	\$10,000	\$0	\$10,000	\$0
COUNCIL ON FOUNDATIONS, INC. (Arlington, Va.)—To support this national nonprofit membership organization for grantmakers.	\$23,500	\$23,500	\$0	\$23,500	\$0
DELOITTE CONSULTING, LLP (San Francisco, Calif.)—To support a study of the connections between information produced by foundations and the decisions of policymakers and foundations.	\$75,000	\$75,000	\$0	\$37,500	\$37,500
FJC (New York City)—To support the 2016 program activities of New York City Youth Funders.	\$3,000	\$3,000	\$0	\$3,000	\$0
FORUM OF REGIONAL ASSOCIATIONS OF GRANTMAKERS (Washington, D.C.)—To sponsor the organization's 2016 annual conference.	\$11,500	\$11,500	\$0	\$11,500	\$0
GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through their higher education years.	\$24,500	\$24,500	\$0	\$24,500	\$0
GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS (Washington, D.C.)—To support this national membership organization, which promotes learning among funders committed to building effective nonprofits.	\$12,000	\$12,000	\$0	\$12,000	\$0
GRANTMAKERS IN THE ARTS (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
GRANTS MANAGERS NETWORK, INC. (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
HISPANICS IN PHILANTHROPY (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$10,000	\$10,000	\$0	\$10,000	\$0
INDEPENDENT SECTOR (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	\$10,000	\$110,000	\$120,000	\$110,000
INNOVATION NETWORK, INC. (Washington, D.C.)—To support the Evaluation Roundtable.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To support the Education Funder Strategy Group.	\$25,000	\$25,000	\$0	\$25,000	\$0

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC. (New York City)—To support this nonprofit, which serves more than 1,700 nonprofits in New York City, Long Island and Westchester County, N.Y.	\$3,000	\$3,000	\$0	\$3,000	\$0
PHILANTHROPY NEW YORK, INC. (New York City)—To support a professional community of philanthropic foundations based in the New York metropolitan area.	\$27,250	\$27,250	\$0	\$27,250	\$0
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (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
THE CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, Mass.)—To support this organization, which seeks to help foundations improve their performance, and to fund a report on grantee perceptions of Wallace.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE COMMUNICATIONS NETWORK (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$15,000	\$15,000	\$0	\$15,000	\$0
TIDES CENTER (San Francisco)—To support Emerging Practitioners in Philanthropy.	\$12,500	\$12,500	\$0	\$12,500	\$0
OTHER RELATED EXPENSES —To pay for membership dues to service-to-the-field organizations.	\$21,250	\$21,250		\$21,250	
TOTAL	\$812,000	\$482,000	\$110,000	\$554,500	\$147,500

OTHER GRANTS

	TOTAL AS OF 12/31/16	APPROVED 2016	PAID BEFORE 2016	PAID 2016	FUTURE PAYMENTS
EMPLOYEE MATCHING GIFTS	\$102,642	\$102,642	\$0	\$66,068	\$36,574
OTHER RELATED ACTIVITIES —Management of initiative evaluations, market research efforts and selected publications.	\$139,153	\$139,153	\$0	\$72,605	\$66,548
TOTAL	\$241,795	\$241,795	\$0	\$138,673	\$103,122

GRAND TOTAL	\$138,244,500	\$68,284,106	\$40,456,763	\$61,758,522	\$36,029,215
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FIND OUT MORE

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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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