

REPORT 2017



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. 3. The Nashville After Zone Alliance offers children an abundance of programs. Photo by Steve Harman.

p. 4. Children at the Boys & Girls Clubs of Milwaukee enjoy a variety of arts programs. Photo by Claire Holt.

p. 5. Dutch-Japanese pianist Tomoko Mukaiyama joins the Seattle Symphony's Pablo Rus Broseta for one of the orchestra's special format concerts to help build audiences. Photo by Brandon Patoc.

P. 6. In Hillsborough County, Fla., area superintendents discuss how to ensure that principal evaluation ratings across the district are consistent and fair. Photo by John Morgan.

p. 7. Stephanie Jones, a leading social and emotional learning researcher, has produced a number of works on the subject with her team at Harvard University.

p. 9. Children engage in indoor and outdoor learning at Boston's summer learning effort. Photo by Samantha Carey.

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Designed by José Moreno



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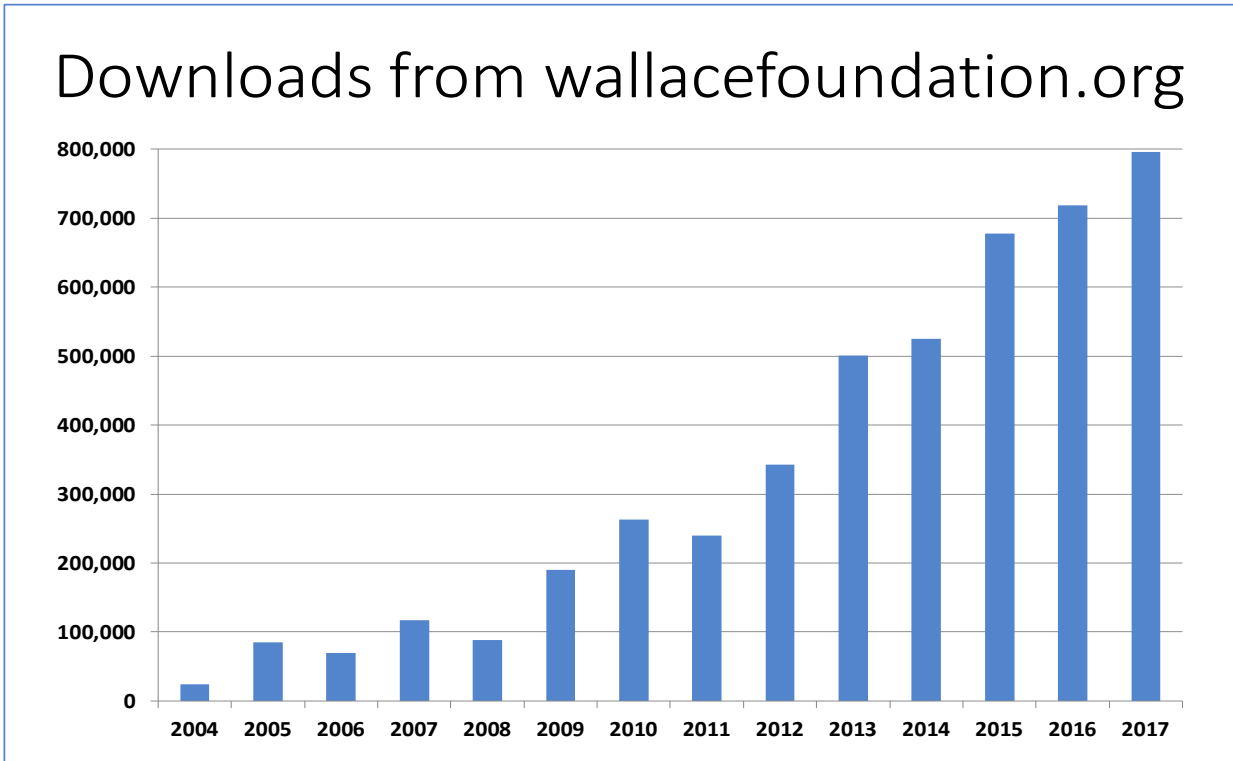
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The Wallace Foundation works in three areas—education leadership, the arts, and learning and enrichment. In each one we design and carry out initiatives serving two purposes. The first is to strengthen our grantees and benefit those they serve. The second is to learn from the grantees’ efforts through credible, independent research we then share broadly. We seek to yield insights—into what works and how, as well as what doesn’t and why—to advance our fields of interest.

In 2017, as you’ll read in more detail below, we received confirmation of grantee benefits from a pair of very different endeavors. In our Arts for Young People initiative, a study found that three midwestern Boys & Girls Clubs were able to build high-quality arts programming for tweens in disadvantaged communities. In our Principal Pipeline Initiative, researchers confirmed that six large school districts succeeded in constructing a system of training, placement and support for school principals at an affordable cost, with benefits including improved compatibility between principals and the schools to which they are assigned.

The foundation’s approach of not only helping grantees but also rigorously studying their work has taken on a special significance for Wallace in this moment. At a time of heightened political polarization and increasing confusion about when a fact is a fact, we are committed to remaining a nonpartisan source of credible information and ideas. This commitment is reflected in our reports and other resources, which strive to be objective, thoughtful and useful, especially to policymakers and professionals of all persuasions who need to make well-informed decisions in education leadership, the arts, and learning and enrichment.

An indication of whether we are on the right track in this pursuit is the degree of trust readers place in our publications. In that regard, we received gratifying news in 2017. Scholarly citations of research commissioned or produced by Wallace rose by 1,903 last year (to 9,679 total)—the highest number of new citations we have recorded since we began measuring them annually through Google Scholar a decade ago. What’s more, downloads of Wallace publications increased by 11 percent over the previous year, as shown in this chart:





AFTERSCHOOL SYSTEM BUILDING

In our learning and enrichment focus area, Wallace has a long history of working to expand the availability of high-quality afterschool and other out-of-school-time programming, especially for disadvantaged children. In 2017, we largely concluded our support of work in the field in one major endeavor in that history: support of efforts to help cities build systems that coordinate the afterschool work of municipal agencies, schools, nonprofit youth programs and other institutions. Lessons from that venture are helping to undergird a new Wallace initiative (see “Partnerships for Social and Emotional Learning,” p. 8) in which afterschool programs and schools are working together to foster children’s social and emotional development. The school-afterschool program alliances are supported by partnerships between districts and afterschool intermediaries, the kinds of systems developed in our afterschool work.

The afterschool system building effort continues to generate information and ideas for the field. In 2017, a brief on how afterschool systems are typically governed was being readied for publication, while a study on afterschool systems’ use of data was in the works.

Also in 2017, Wallace published an analysis about the types of benefits for young people—such as academic gains, enriching experiences, safety and homework help—that can or should be expected of afterschool and other out-of-school-time programs. In *The Value of Out-of-School Time Programs*, researchers from the RAND Corporation found that these programs are generally effective at producing the outcomes that would be expected by their content and design. This conclusion allows progress beyond stale debates about whether afterschool is “effective;” effectiveness depends on the kinds of benefits the programs were designed to produce.



ARTS FOR YOUNG PEOPLE

Since 2013, Wallace has worked with the Boys & Girls Clubs of America, a federation of more than 4,000 clubhouses serving some four million youngsters a year, to explore ways to make high-quality arts instruction available to more tweens and teens, especially in high-poverty urban areas. The work started with the publication of *Something to Say*, a Wallace-commissioned report identifying 10 characteristics of exemplary out-of-school-time arts programs, including their hiring of professional artists as teachers and their use of dedicated, well-equipped studio spaces as classrooms. In the initiative's first phase, from 2013 to 2017, Wallace funding supported three Boys & Girls Clubs, local organizations that oversee clubhouse sites in their communities, as they sought to establish arts programs with the 10 characteristics. Six participating club locations in Milwaukee and Green Bay, Wis., and nearby St. Cloud, Minn., set up programming in art forms including dance, photography and digital music.

Students in the Boys & Girls Clubs arts programs agreed that their artist-teachers had high expectations for them.

A highlight of 2017 was the publication of *Raising the Barre and Stretching the Canvas*, by the education research firms Research for Action and McClanahan Associates. Their study found that the three clubs had, indeed, been able to carry out the best practices documented in *Something to Say*, even though the organizations were not specialists in arts education. Moreover, a survey of the participating young people found that virtually all of them agreed that their artist-teach-

ers were very good at their art forms and had high expectations for the students, while 86 to 98 percent reported that the studios made them excited about the art. These successes depended on a number of factors, including support from the national Boys & Girls Clubs office and the ability to surmount a number of barriers. For example, teaching artists often lacked experience in youth development and required significant training.

As of 2017, the initiative was moving into a new phase, aimed at finding out how to offer the same quality of arts education more economically at six different Boys & Girls Clubs locales across the country. The six could, for example, share resources among their clubhouses and hire assistants to ease demands on higher-paid teaching artists.



The first two entries in a series of stories and accompanying videos detail the early audience-building efforts of Ballet Austin and Seattle Symphony.

BUILDING AUDIENCES FOR SUSTAINABILITY

Building Audiences for Sustainability is a six-year initiative to help 25 performing arts organizations around the nation determine whether and how they can build audiences in ways that also contribute to their financial health. The grantees have structured their work to learn from research and experimentation; they design projects based on research into audiences, carry out the projects, analyze results and use the analysis to plan future work. Each organization has committed to at least two such rounds of work between 2015 and 2019. University of Texas researchers are studying

the effort to determine its effects and develop lessons for the field, with publication of the findings expected in 2021.

The arts organizations' audience engagement strategies have run the gamut from new performances to new communications plans. The Denver Center Theatre Company, for example, is one of several organizations producing innovative new works. It responded to a perceived interest among many millennials in non-traditional "immersive" experiences by commissioning two interactive 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. Others have invested in marketing efforts, such as testing different ticketing options, to see if they can attract their desired audiences.

Last year saw the publication of the first two entries in a [series of Wallace-written stories and accompanying videos](#) detailing the early work of a sampling of grantees. *Ballet Austin: Expanding Audiences for Unfamiliar Works* describes how the dance organization has used research to find new, effective ways to engage audiences with all forms of ballet, while *Can the City's Boom Mean New Audiences for Seattle Symphony?* looks at the orchestra's efforts to help target and woo recent transplants to the city.



SCHOOL LEADERSHIP

Wallace has worked for close to two decades to strengthen the effectiveness of principals and other school leaders, especially those working in schools educating the nation's most disadvantaged students. The foundation has a number of efforts under way, and each one was busy in 2017.

The ESSA Leadership Learning Community involves teams from 10 states in ongoing discussions on using school leadership to help improve schools.

A significant development came with the publication of findings from a venture where Wallace funding has largely concluded, but where knowledge development continues robustly. The Principal Pipeline Initiative, launched in the 2011-2012 school year, aimed to see if six large school districts could put in place the essentials needed to cultivate a large corps of effective principals: rigorous job standards; high-quality “pre-service” training; appropriate hiring and job placement; and strong on-the-job performance 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.). The [culminating report](#) in a series of evaluations of the implementation of that work, by Policy Studies Associates, found that the six districts had made major strides in building their pipelines, suggesting this was work other districts could do, too. The report was followed by another study, by RAND, [looking at pipeline costs](#). The big finding was that pipeline expenditures represented a small portion of school district spending, some 0.4 percent of the districts' annual budgets. Together, the two studies suggest that districts can build pipelines and do so at a relatively affordable cost.

Another study, examining the impact of pipelines on student achievement and other matters, is expected to be published in the near future. Meanwhile, the pipeline-building work in the six districts goes on.

ESSA Leadership Learning Community

The Every Student Succeeds Act, enacted in late 2015 as the latest re-authorization of the Elementary and Secondary Education Act of 1965, is a major source of federal funding for public school education. ESSA, as it's often called, also opens new opportunities for bolstering school leadership. Shortly after its passage, Wallace helped organize and fund a joint effort by the Council of Chief State School Officers, the Council

of the Great City Schools and the National Urban League to bring together a group of states eager to use ESSA to help them support strong school leadership. The ESSA Leadership Learning Community involves teams from 10 states in ongoing national and local discussions on developing strategies and implementation plans for using education leadership to help drive school improvement, especially for turning around the highest-needs schools. Each of the states—Maryland, Minnesota, Missouri, Nebraska, New York, Ohio, Oregon, Pennsylvania, Tennessee and Wisconsin—is seeking to use leadership in a way that makes sense for its own needs and circumstances, but all 10 are focusing on evidenced-based approaches.

University Principal Preparation Initiative

This effort is exploring how universities can enhance the training of future principals so it reflects what’s known about high-quality school leader preparation and responds to the needs of school districts. Among other things, the initiative pairs each of seven participating university principal prep programs with three or more school districts that hire its graduates so the university can tailor its training to the needs of those locales. The universities are also linked with a model preparation provider to receive guidance on upgrading such aspects of programming as curriculum, course content and, crucially, internships, which are considered a hallmark of effective pre-service principal training.

Principal supervisors could play a bigger role in supporting and developing principals.

The districts and participating universities—Albany State University (Ga.), Florida Atlantic University, North Carolina State University, San Diego State University, the University of Connecticut, Virginia State University and Western Kentucky University—are

a diverse mix of institutions and school systems: large, small, urban and rural. For example, Broward County Public Schools, a partner of Florida Atlantic, is one of the nation’s largest school districts, with almost 275,000 Fort Lauderdale-area students, while just to the north, Calhoun County (Ga.) Schools, student population 650, is an Albany State district partner. The first in a series of evaluations of the effort is expected to be published in late 2018.

Principal Supervisor Initiative

Principal supervisors could play a bigger role in ensuring that principals are effective at working to improve teaching and learning in schools. Today, however, the typical supervisor is tasked with enforcing rules and handling administration and operations rather than helping principals become adept at guiding teachers to better instruction. One reason may be that a supervisor typically has to oversee too many people—about 24 principals on average—when the rule-of-thumb “span of control” for supervision that emphasizes developing principals’ skills is about half that number. Other reasons may be that supervisors are not trained properly and that the central offices to which they report focus more on compliance than on helping principals support what happens in the classroom.

To learn how to change this picture, Wallace in 2014 launched the Principal Supervisor Initiative to help six urban districts alter the supervisor position through steps including clearly defining the role, training supervisors, lowering the number of supervisees and restructuring central offices to emphasize principal support. The districts—Baltimore, Broward County, Cleveland, Des Moines, Long Beach, Calif., and Minneapolis—are the subject of an ongoing Wallace-commissioned study by Mathematica Policy Research and Vanderbilt University to develop insights for the field. The first report in that effort, which was scheduled for publication in mid-2018, suggests that reshaping the job has proved feasible for the participating districts.



PARTNERSHIPS FOR SOCIAL AND EMOTIONAL LEARNING

Strong social-emotional skills can increase the odds of a child's success in life, according to emerging research. That idea is at the heart of Wallace's Partnerships for Social and Emotional Learning Initiative, which was launched in the summer of 2017 in six cities—Boston, Dallas, Denver, Palm Beach County (Fla.), Tacoma and Tulsa. This effort seeks to determine how schools and out-of-school-time programs can work together to help disadvantaged children build social and emotional skills—from self-discipline to empathy and the ability to work in teams—that will benefit them in school, career and beyond.

The initiative works on two levels:

- At the site level, in pilot projects that pair an elementary school with one or more out-of-school-time programs. Thirty-six pilots among the cities are testing how to build social-emotional skills by developing a culture hospitable to social and emotional learning (or SEL) across school- and out-of-school-time; adopting and aligning classroom and out-of-school-time instructional methods that reinforce SEL; and teaching students social-emotional skills through specific SEL lessons.
- At the system level, in pairings of the school district with an out-of-school time intermediary, an entity that coordinates out-of-school-time programming in the city. The district and intermediary guide the sites' efforts. The plan is that the cities will use what they learn from the pilots to expand effective approaches to SEL to their other schools and programs over time.

The Partnerships for Social and Emotional Learning Initiative yielded a publication that is close to a best-seller by Wallace standards.

Wallace has commissioned RAND to study the effort's implementation and impact. In the meantime, the initiative has yielded another publication that is close to a best-seller by Wallace standards. *Navigating Social and Emotional Learning from the Inside Out*—written by Stephanie Jones, a leading social and emotional learning researcher, and her team at Harvard University—is a first-of-its-kind guide, an examination of 25 evidence-based social and emotional learning programs. Aimed at elementary schools and out-of-school-time

providers, the publication offers information about curriculum content and program features, topics useful for professionals who need to make informed choices about their social-emotional learning programs. The publication clearly struck a chord with Wallace readers. By the end of the year, it had been downloaded more than 20,000 times, placing it among Wallace's top 10 downloads of the year, the only 2017 release to make the list. We believe the publication's popularity reflects growing interest in the subject of social and emotional learning and an accompanying eagerness for evidence-based information about it.



SUMMER LEARNING

Knowledge generation continues apace from Wallace’s National Summer Learning Project, which, beginning in 2011, worked with school districts and community organizations in five cities—Boston; Dallas; Duval County (Jacksonville), Fla.; Pittsburgh; and Rochester, N.Y.—to bring high-quality programming to disadvantaged elementary school students. [*Making Summer Last: Integrating Summer Programming into Core District Priorities and Operations*](#), another in a continuing series of reports by RAND examining aspects of the effort, was published in 2017. The report looks at how Dallas, Pittsburgh and Rochester endeavored to institutionalize summer programming. It offers ideas on how school districts can work to ensure that high-quality summer learning programs, which offer a mix of academics and enrichment activities, can last beyond a few summers.

A [2016 RAND report](#) found that after two summers, students who consistently attended the programs experienced, on average, benefits in reading and math. A follow-up study examining the longer-term impact of program participation is expected in the future.

In closing, it’s worth noting that Wallace occasionally publishes reports that span our three fields of interest or cover topics useful to the field of philanthropy in general. That was the case in 2017 with the release of what proved to be one of our more downloaded new publications. [*Strategies to Scale Up Social Programs*](#) is a study the foundation commissioned to help answer questions about how to expand effective social programs so they can reach more people and have a bigger impact. While there seems to be growing interest among private foundations and government agencies in supporting “scale-up,” there has been little empirical literature on how to pull it off. This Diffusion Associates study of 45 successful social programs takes perhaps the broadest look yet at efforts that were able to extend their reach through partnerships, and it finds some common patterns among them. Specifically, they employed three different pathways in working with others to expand: creating new branches; setting up affiliates “licensed” by the parent organization; or creating networks of organizations committed to the basic principles of the organization.

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

ADVANCING PHILANTHROPY

PUBLICATIONS

STRATEGIES TO SCALE UP SOCIAL PROGRAMS

In successfully expanding social programs through partnerships, 45 diverse nonprofits faced three key choices: their partner, their approach to spreading their work and their call on how strictly to adhere to the program model.

AFTERSCHOOL AND EXPANDED LEARNING

PUBLICATIONS

THE VALUE OF OUT-OF-SCHOOL TIME PROGRAMS

A RAND analysis finds that out-of-school-time programs are generally effective at producing the outcomes that would be expected by their content and design.

ARTS

PUBLICATIONS

BALLET AUSTIN: EXPANDING AUDIENCES FOR UNFAMILIAR WORKS

Ballet Austin uses research to find new ways to engage audiences with all forms of ballet. An article and video.

BALLET AUSTIN: EXPANDING AUDIENCES FOR UNFAMILIAR WORKS, A DISCUSSION GUIDE

This tool can help arts administrators and others learn about Ballet Austin's experiences in audience building and adapt them to their own circumstances.

CAN THE CITY'S BOOM MEAN NEW AUDIENCES FOR THE SEATTLE SYMPHONY?

In line with the community's spirit of innovation, Seattle Symphony is using audience research to help target and woo recent transplants. An article and video.

THE PARTY'S STILL A HIT: THE ISABELLA STEWART GARDNER MUSEUM BUILDS ON ITS MILLENNIAL MOMENTUM

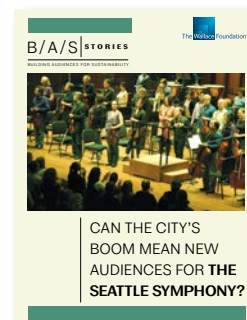
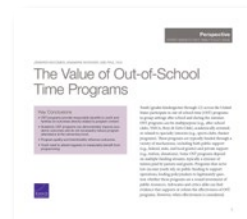
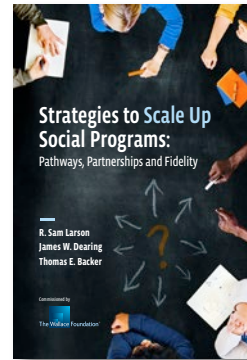
An article takes an updated look at one of the organizations featured in Wallace's Studies in Building Arts Audiences series.

RAISING THE BARRE AND STRETCHING THE CANVAS: IMPLEMENTING HIGH QUALITY ARTS PROGRAMMING IN A NATIONAL YOUTH SERVING ORGANIZATION

Experiences of the Boys & Girls Clubs of America suggest that large, multidisciplinary youth organizations can establish high-quality arts programs for teens and tweens.

REVIEW OF EVIDENCE: ARTS INTEGRATION RESEARCH THROUGH THE LENS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)

This report scours research on activities that use arts to improve student achievement — an approach known as arts integration — and identifies those that qualify for federal education funding.



TRAVELING A LONG ROAD: A DECADE OF EFFORTS TO CULTIVATE A NEW AUDIENCE AT THE SAN FRANCISCO GIRLS CHORUS

An article takes an updated look at one of the organizations featured in Wallace's Studies in Building Arts Audiences series.

SLIDE PRESENTATIONS

BUILDING MILLENNIAL AUDIENCES: BARRIERS AND OPPORTUNITIES

Arts organizations could help attract millennials by clarifying pricing and better explaining the value of the arts, suggests this Wallace-commissioned synthesis of market research.

SCHOOL LEADERSHIP

PUBLICATIONS

GETTING INTENTIONAL ABOUT PRINCIPAL EVALUATIONS

Six school districts work to make principal performance reviews a vehicle for shaping more effective school leadership.

LEADING CHANGE HANDBOOK: CONCEPTS AND TOOLS

An expanded edition of this guidebook offers seven field-tested tools to help education leaders carry out and sustain institutional change, as well as case studies of the tools' use.

LEADER TRACKING SYSTEMS: TURNING DATA INTO INFORMATION FOR SCHOOL LEADERSHIP

A look at data systems to improve school leadership offers "hard-won insights" gathered from six school districts.

LOGIC MODELS FOR SELECTING, DESIGNING, AND IMPLEMENTING EVIDENCE-BASED SCHOOL LEADERSHIP INTERVENTIONS

This guide, a companion to a review of school leadership activities that have the evidence to qualify for funding under the federal Every Student Succeeds Act, shows users how they can create logic models suggested by the law.

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.

STATE EFFORTS TO STRENGTHEN SCHOOL LEADERSHIP: INSIGHTS FROM CCSO ACTION GROUPS

Improving on-the-job supports for principals was the most common school leadership priority for a large group of states involved in an effort to boost school leadership.

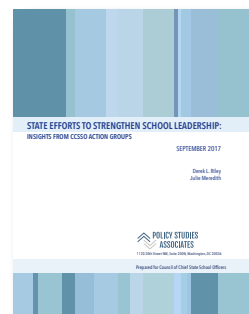
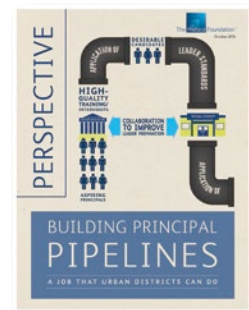
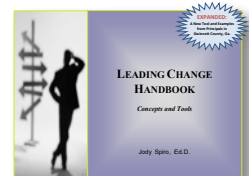
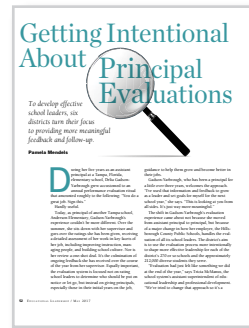
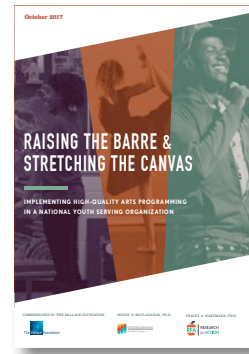
WHAT IT TAKES TO OPERATE AND MAINTAIN PRINCIPAL PIPELINES: COSTS AND OTHER RESOURCES

A first-of-its-kind RAND study offers insights into what it costs school districts to build and run a principal pipeline.

SLIDE PRESENTATION

PRINCIPALS AND OTHER SCHOOL LEADERS: THE EVIDENCE BASE FOR THEIR CRITICAL ROLE IN ESSA

This briefing was presented in May 2017 to U.S. senators and Senate staff members and provides examples of school leadership work in states.



SUMMER LEARNING

PUBLICATIONS

MAKING SUMMER LAST: INTEGRATING SUMMER PROGRAMMING INTO CORE DISTRICT PRIORITIES AND OPERATIONS

This RAND report offers ideas to help ensure that district-run summer learning programs last beyond a handful of summers.

SOCIAL AND EMOTIONAL LEARNING

PUBLICATIONS

THE FUTURE OF CHILDREN: SOCIAL AND EMOTIONAL LEARNING

A special issue of *The Future of Children*, a yearly Princeton University-Brookings Institution policy journal, examines the development of social and emotional learning in school and after-school settings.

NAVIGATING SOCIAL AND EMOTIONAL LEARNING FROM THE INSIDE OUT

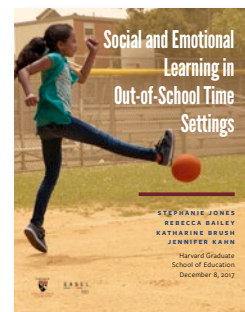
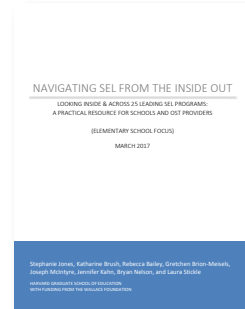
A guide for schools and out-of-school-time providers, by a Harvard researcher in social and emotional learning, looks at 25 social and emotional learning programs targeted at elementary school students.

SOCIAL AND EMOTIONAL LEARNING IN OUT-OF-SCHOOL TIME SETTINGS

This brief provides guidelines and considerations for adapting leading social and emotional learning programs to out-of-school settings.

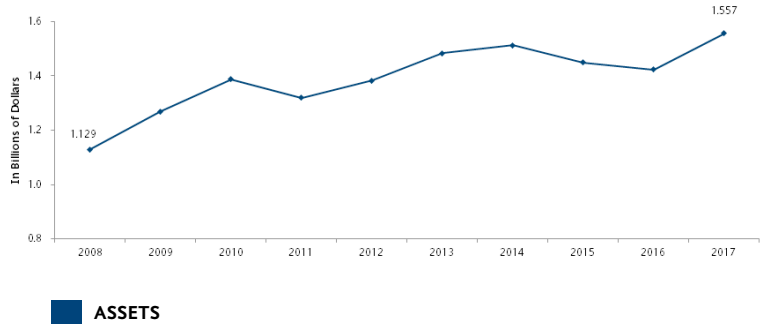
SOCIAL AND EMOTIONAL LEARNING INTERVENTIONS UNDER THE EVERY STUDENT SUCCEEDS ACT: EVIDENCE REVIEW

This RAND analysis offers guidance to states and districts on using ESSA funds to support social and emotional learning and to identify evidence-based social-emotional interventions that meet their needs.



FINANCIAL OVERVIEW

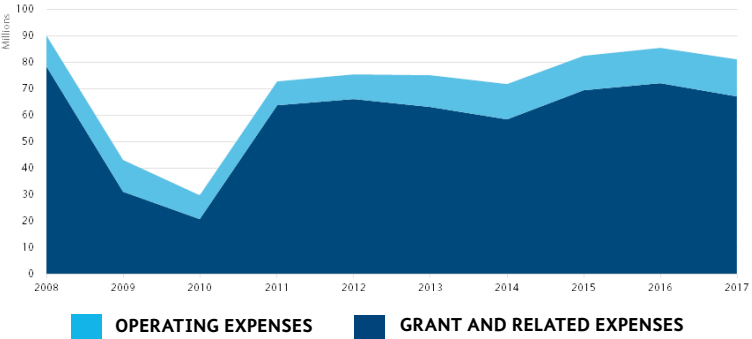
INVESTMENT ASSETS



Our portfolio totaled \$1.557 billion on December 31, 2017, which was \$134 million higher than the previous year on a nominal basis. This reflected market appreciation from our portfolio during 2017, which was partially offset by \$80 million in grants and expenses that we paid.

In comparison with December 31, 2008, which was the year during which the Global Financial Crisis occurred, our portfolio increased by \$428 million on a nominal basis. In addition, we paid grants and expenses of \$712 million over the last 10 years.

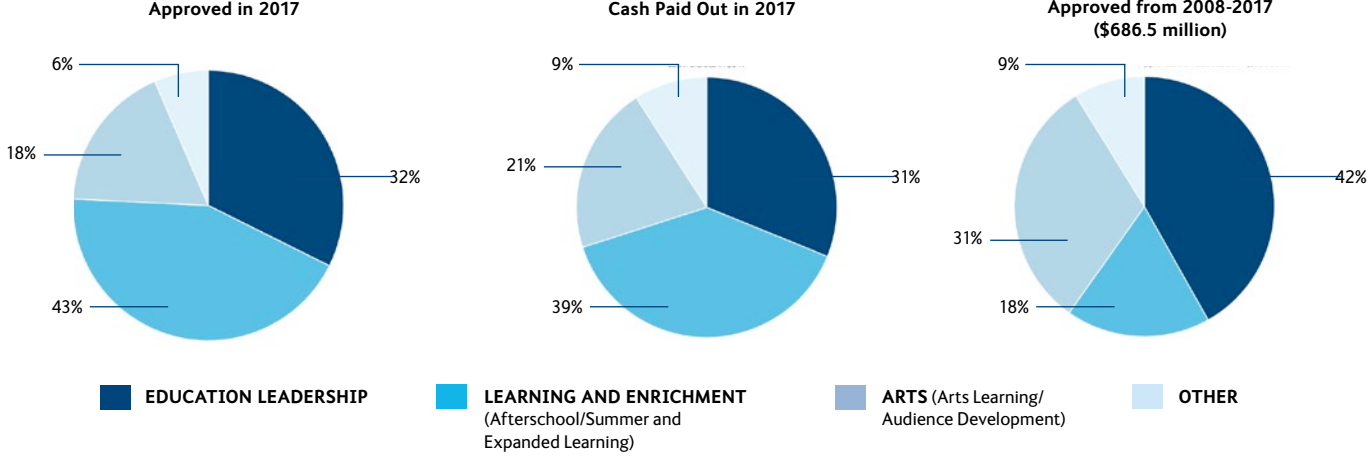
WALLACE'S EXPENSES OVER A DECADE



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 2017; the second shows grants/expenses paid in 2017 (including grants approved in earlier years); the third shows the total grant amounts approved since 2008.



PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2017 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

DEVELOP AND SHARE KNOWLEDGE

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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
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	\$0	\$3,532,000	\$435,000	\$427,000
RAND CORPORATION (Santa Monica, Calif.)—To conduct a cost study of the Principal Pipeline Initiative.	\$563,500	\$0	\$413,000	\$150,500	\$0
THE HATCHER GROUP (Bethesda, Md.)—To produce podcasts and other materials regarding the Principal Pipeline Initiative.	\$75,000	\$75,000	\$0	\$55,000	\$20,000
OTHER RELATED EXPENSES —Copy-editing.	\$390	\$0	\$0	\$390	\$0

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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
BALTIMORE CITY PUBLIC SCHOOLS (Baltimore)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
CLEVELAND MUNICIPAL SCHOOL DISTRICT (Cleveland)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
DC PUBLIC EDUCATION FUND (Washington, D.C.)—To participate in the Principal Supervisor Initiative as a "leading district."	\$700,000	\$0	\$670,000	\$30,000	\$0
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	\$0	\$75,000	\$75,000	\$0
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. (New York City)—To conduct a professional learning community for districts participating in the Principal Supervisor Initiative.	\$300,000	\$300,000	\$0	\$300,000	\$0
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (Pompano Beach, Fla.)—To participate in the Principal Supervisor Initiative.	\$500,000	\$500,000	\$0	\$500,000	\$0
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa, Okla.)—To participate in the Principal Supervisor Initiative as a "leading district."	\$1,100,000	\$0	\$920,000	\$180,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To conduct an evaluation of the Principal Supervisor Initiative.	\$2,613,000	\$0	\$1,200,000	\$113,000	\$1,300,000
THE SCHOOL DISTRICT OF PHILADELPHIA (Philadelphia)—To support the administration of the VAL-ED quality assessment in Philadelphia.	\$90,000	\$90,000	\$0	\$0	\$90,000
OTHER RELATED EXPENSES —Activities including photography for Wallace publications.	\$3,000	\$3,000	\$0	\$3,000	\$0

**UNIVERSITY PRINCIPAL
PREPARATION INITIATIVE**

1. DEVELOP INNOVATION SITES

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

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
ALBANY STATE UNIVERSITY (Albany, Ga.)—To participate in the University Principal Preparation Initiative.	\$4,120,751	\$1,760,000	\$1,180,376	\$1,180,375	\$1,760,000
FLORIDA ATLANTIC UNIVERSITY (Boca Raton, Fla.)—To participate in the University Principal Preparation Initiative.	\$3,947,493	\$1,610,000	\$2,337,493	\$1,610,000	\$0
NORTH CAROLINA STATE UNIVERSITY (Raleigh, N.C.)—To participate in the University Principal Preparation Initiative.	\$3,894,888	\$1,760,000	\$2,134,888	\$0	\$1,760,000
SAN DIEGO STATE UNIVERSITY FOUNDATION (San Diego)—To participate in the University Principal Preparation Initiative.	\$4,234,576	\$1,860,000	\$1,187,288	\$1,187,288	\$1,860,000
UNIVERSITY OF CONNECTICUT (Storrs, Conn.)—To participate in the University Principal Preparation Initiative.	\$2,150,001	\$0	\$1,075,001	\$1,075,000	\$0
VIRGINIA STATE UNIVERSITY (Petersburg, Va.)—To participate in the University Principal Preparation Initiative.	\$4,171,951	\$1,760,000	\$1,205,976	\$1,205,975	\$1,760,000
WESTERN KENTUCKY UNIVERSITY RESEARCH FOUNDATION, INC. (Bowling Green, Ky.)—To participate in the University Principal Preparation Initiative.	\$2,985,000	\$1,200,000	\$1,785,000	\$0	\$1,200,000
OTHER RELATED EXPENSES —Activities including support to select grantees for the University Principal Preparation Initiative.	\$84,967	\$0	\$51,937	\$33,030	\$0

2. DEVELOP AND SHARE KNOWLEDGE

RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the University Principal Preparation Initiative.	\$4,393,121	\$692,308	\$1,000,000	\$1,392,308	\$2,000,813
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**OTHER EDUCATION
LEADERSHIP PROJECTS**

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (Alexandria, Va.)—To disseminate ideas and information about school leadership.	\$300,000	\$0	\$150,000	\$150,000	\$0
ARABELLA ADVISORS (Washington, D.C.)—To help begin a new phase of the Education Leaders Network.	\$90,000	\$90,000	\$0	\$63,000	\$27,000
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To help disseminate ideas and information about school leadership.	\$400,000	\$0	\$200,000	\$200,000	\$0
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To develop and disseminate ideas and information about school leadership, including implications of the federal Every Student Succeeds Act (ESSA), and to help oversee the ESSA Leadership Learning Community.	\$3,710,000	\$1,660,000	\$750,000	\$2,960,000	\$0

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
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 Every Student Succeeds Act.	\$100,000	\$100,000	\$0	\$100,000	\$0
EDUCATIONCOUNSEL LLC (Washington, D.C.)—To serve as a resource to the ESSA Leadership Learning Community.	\$1,598,146	\$585,000	\$132,957	\$804,418	\$660,771
EDUCATION COMMISSION OF THE STATES (Denver)—To conduct research on the Every Student Succeeds Act and assist the ESSA Leadership Learning Community.	\$300,000	\$300,000	\$0	\$150,000	\$150,000
ETHNO PICTURES NFP (Chicago)—To distribute documentaries about successful school leadership efforts.	\$36,925	\$0	\$24,850	\$12,075	\$0
JAMES B. HUNT, JR. INSTITUTE FOR EDUCATIONAL LEADERSHIP AND POLICY FOUNDATION INC. (Durham, N.C.)—To help inform state policymakers about education leadership and possible state mechanisms for strengthening it.	\$100,000	\$100,000	\$0	\$100,000	\$0
LEARNING FORWARD (Dallas)—To disseminate ideas and information about school leadership.	\$350,000	\$0	\$175,000	\$175,000	\$0
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)—To disseminate ideas and information about school leadership.	\$200,000	\$200,000	\$0	\$0	\$200,000
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (Washington, D.C.)—To disseminate ideas and information about school leadership.	\$400,000	\$400,000	\$0	\$400,000	\$0
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (Washington, D.C.)—To support a task force of governors to consider advancing education leadership under the Every Student Succeeds Act.	\$775,000	\$775,000	\$0	\$725,000	\$50,000
NATIONAL URBAN LEAGUE, INC. (New York City)—To help oversee the ESSA Leadership Learning Community.	\$800,000	\$800,000	\$0	\$800,000	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct a scan of education leadership research that fits the definitions of rigor in the Every Student Succeeds Act.	\$525,000	\$0	\$475,000	\$50,000	\$0
THE EDUCATION TRUST, INC. (Washington, D.C.)—To disseminate ideas and information about school leadership.	\$350,000	\$0	\$175,000	\$175,000	\$0
THE NYC LEADERSHIP ACADEMY, INC. (New York City)—To manage the professional learning community for the ESSA Leadership Learning Community.	\$1,750,000	\$1,750,000	\$0	\$1,750,000	\$0
THE NYC LEADERSHIP ACADEMY, INC. (New York City)—To support the development of virtual learning communities and summer training workshops for aspiring principals.	\$200,000	\$200,000	\$0	\$200,000	\$0
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (Charlottesville, Va.)—To disseminate ideas and information about school leadership.	\$250,000	\$0	\$125,000	\$125,000	\$0
OTHER RELATED EXPENSES —Activities including management of school leadership projects and editing of Wallace publications.	\$230,691	\$126,941	\$29,598	\$96,468	\$104,625
TOTAL	\$54,862,400	\$20,622,249	\$21,005,364	\$20,336,827	\$13,520,209

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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY (Stanford, Calif.)—To help plan and run a meeting of grantees participating in Wallace’s Afterschool System Building initiative.	\$17,000	\$17,000	\$0	\$17,000	\$0
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.	\$83,275	\$0	\$76,885	\$6,390	\$0
CROSS & JOFTUS, LLC (Bethesda, Md.)—To help organize professional learning community meetings for participants in the Afterschool System Building initiative.	\$33,000	\$0	\$0	\$33,000	\$0
EXPANDED SCHOOLS, INC. (New York City)—To test a tool to measure progress in afterschool systems.	\$1,250,000	\$250,000	\$975,000	\$250,000	\$25,000
FORT WORTH SPARC (Fort Worth)—To support the development of a plan to expand and strengthen out-of-school-time systems in the city.	\$150,000	\$150,000	\$0	\$150,000	\$0
NATIONAL LEAGUE OF CITIES INSTITUTE, INC. (Washington, D.C.)—To help plan and run a meeting of grantees participating in Wallace’s Afterschool System Building initiative.	\$11,757	\$11,757	\$0	\$11,757	\$0
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—To help plan and run a meeting of grantees participating in Wallace’s Afterschool System Building initiative.	\$14,000	\$14,000	\$0	\$14,000	\$0
WELLESLEY COLLEGE (Wellesley, Mass.)—To enable the National Institute for Out-of-School Time to help plan and run a meeting of grantees participating in Wallace’s Afterschool System Building initiative.	\$12,000	\$12,000	\$0	\$12,000	\$0
OTHER RELATED EXPENSES —Activities including management of Wallace’s afterschool initiatives.	\$283,793	\$39,050	\$156,504	\$127,289	\$0

2. DEVELOP AND SHARE KNOWLEDGE

CROSS & JOFTUS, LLC (Bethesda, Md.)—To develop a report that explores governance of afterschool systems.	\$16,000	\$0	\$0	\$5,000	\$11,000
EXPANDED SCHOOLS INC. (New York City)—To help disseminate information and ideas about afterschool systems.	\$390,000	\$390,000	\$0	\$222,955	\$167,045
FISCAL MANAGEMENT ASSOCIATES, LLC (New York City)—To update resources of the strongnonprofits.org website.	\$132,500	\$57,500	\$68,000	\$52,000	\$12,500

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
NATIONAL AFTERSCHOOL ASSOCIATION (Oakton, Va.)—To help disseminate information and ideas about afterschool systems.	\$250,000	\$250,000	\$0	\$125,000	\$125,000
NATIONAL LEAGUE OF CITIES INSTITUTE, INC. (Washington, D.C.)—To help disseminate information and ideas about afterschool systems.	\$330,000	\$330,000	\$0	\$0	\$330,000
RAND CORPORATION (Santa Monica, Calif)—To produce a report on the effectiveness of out-of-school-time programming.	\$24,000	\$24,000	\$0	\$24,000	\$0
OTHER RELATED EXPENSES —To help produce a report on the afterschool effort.	\$100,000	\$100,000	\$0	\$14,031	\$85,969
TOTAL	\$3,097,325	\$1,645,307	\$1,276,389	\$1,064,422	\$756,514

**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 has helped selected school districts to build strong summer learning programs on a wide scale and then evaluate the results for children.

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
BELLWETHER EDUCATION PARTNERS (Sudbury, Mass.)—To provide technical assistance for the summer learning effort.	\$158,054	\$0	\$102,579	\$55,474	\$0
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To provide technical and other assistance for the summer learning effort.	\$702,851	\$60,588	\$561,935	\$136,295	\$4,621
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	\$40,000	\$75,100	\$40,000	\$0
THE LEARNING AGENDA, LLC (Stow, Ohio)—To provide technical assistance to districts participating in Wallace's summer learning effort and to manage the initiative's professional learning community.	\$431,637	\$0	\$162,772	\$209,897	\$58,969
OTHER RELATED EXPENSES —Activities including travel, event production and speaker recruitment for learning community meetings.	\$110,457	\$110,207	\$0	\$110,457	\$0

2. DEVELOP AND SHARE KNOWLEDGE

BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To support the organization's participation in National Summer Learning Project meetings and the National Summer Learning Association.	\$17,000	\$17,000	\$0	\$17,000	\$0
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To help complete the design of an online summer-learning recruitment guide.	\$10,000	\$10,000	\$0	\$5,000	\$5,000
NATIONAL ACADEMY OF SCIENCES (Washington, D.C.)—To study summer learning focusing on issues including health and safety.	\$600,000	\$600,000	\$0	\$600,000	\$0
NATIONAL SUMMER LEARNING ASSOCIATION (Baltimore)—For activities including dissemination of information and ideas about summer learning.	\$1,300,000	\$1,300,000	\$0	\$800,000	\$500,000
PROTIVITI, INC. (Winchester, Va.)—To create a new web interface for Wallace's online summer-learning guide.	\$94,350	\$94,350	\$0	\$82,325	\$12,025
RAND CORPORATION (Santa Monica, Calif.)—To support the research and evaluation of the National Summer Learning Project.	\$1,919,928	\$0	\$1,150,000	\$400,000	\$369,928

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
THE LEARNING AGENDA, LLC (Stow, Ohio)—To develop and create tools for an online summer-planning toolkit.	\$253,232	\$40,000	\$73,456	\$110,786	\$68,990
OTHER RELATED EXPENSES —Photography.	\$1,750	\$0	\$0	\$1,750	\$0

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 fund the Y-BELL Power Scholars Academy.	\$7,315,000	\$0	\$5,521,000	\$1,794,000	\$0
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2. DEVELOP AND SHARE KNOWLEDGE

DIFFUSION ASSOCIATES (East Lansing, Mich.)—To conduct a study examining how collaborations have been used to expand social innovations.	\$722,289	\$0	\$664,068	\$58,221	\$0
EXPANDED SCHOOLS, INC. (New York City)—To support an evaluation of the organization.	\$472,000	\$0	\$413,000	\$59,000	\$0
MDRC (New York City)—To expand an evaluation of Communities In Schools.	\$495,000	\$0	\$445,000	\$50,000	\$0
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	\$760,500	\$60,500	\$99,000
OTHER RELATED EXPENSES —Editorial services.	\$14,800	\$0	\$5,625	\$9,175	\$0

OTHER SUMMER AND EXPANDED LEARNING PROJECTS

RESEARCH FOR ACTION, INC. (Philadelphia)—To review and document research about out-of-school-time programs that meets the definitions of evidence required in the Every Student Succeeds Act.	\$671,017	\$671,017	\$0	\$350,000	\$321,017
PRESIDENT AND FELLOWS OF HARVARD COLLEGE (Cambridge, Mass.)—To support READS for Summer Learning.	\$200,000	\$0	\$100,000	\$100,000	\$0
RAND CORPORATION (Santa Monica, Calif.)—To review and document research about summer-learning programs that meets the definitions of evidence required in the Every Student Succeeds Act.	\$450,000	\$450,000	\$0	\$350,000	\$100,000
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—To sponsor the Forum's Ready by 21 National Meeting in Austin.	20,000	\$20,000	\$0	\$20,000	\$0
OTHER RELATED EXPENSES —Editorial services.	\$3,400	\$0	\$0	\$3,400	\$0
TOTAL	\$16,997,864	\$3,413,162	\$10,035,034	\$5,423,280	\$1,539,550

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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
BIG THOUGHT (Dallas)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,251,167	\$1,201,167	\$50,000	\$1,201,167	\$0
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	\$190,000	\$50,000	\$190,000	\$0
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,567,237	\$2,517,237	\$50,000	\$2,517,237	\$0
BOSTON PUBLIC SCHOOLS (Boston)—To help Boston create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$200,000	\$150,000	\$50,000	\$150,000	\$0
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	\$110,000	\$50,000	\$110,000	\$0
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.	\$736,000	\$475,000	\$87,000	\$457,000	\$192,000
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To support communications about social and emotional learning in the cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$210,000	\$210,000	\$0	\$29,045	\$180,955
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,392,571	\$1,342,571	\$0	\$1,392,571	\$0
DENVER AFTERSCHOOL ALLIANCE (Denver)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,365,175	\$1,315,175	\$50,000	\$1,315,175	\$0
DENVER PUBLIC SCHOOLS FOUNDATION (Denver)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$904,400	\$854,400	\$50,000	\$854,400	\$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.	\$200,000	\$150,000	\$50,000	\$150,000	\$0
MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To coordinate the administration of an online social and emotional assessment of students in cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$1,196,500	\$1,200,000	\$0	\$182,527	\$1,013,973

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
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	\$204,974	\$50,000	\$204,974	\$0
PARTNERSHIP FOR CHILDREN AND YOUTH (Oakland, Calif.)—To help Oakland create a proposal to participate in the Partnerships for Social and Emotional Learning Initiative.	\$145,026	\$95,026	\$50,000	\$95,026	\$0
PRIME TIME PALM BEACH COUNTY, INC. (Boynton Beach, Fla.)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$792,830	\$742,830	\$50,000	\$742,830	\$0
SCHOOL DISTRICT OF PALM BEACH COUNTY (West Palm Beach, Fla.)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,777,305	\$1,727,305	\$0	\$1,180,000	\$597,305
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—To help develop strategies for the Partnerships for Social and Emotional Learning Initiative and to support the organizations participating in it.	\$530,000	\$530,000	\$0	\$350,000	\$180,000
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	\$150,000	\$50,000	\$150,000	\$0
THE GREATER TACOMA COMMUNITY FOUNDATION (Tacoma, Wash.)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,301,610	\$2,251,610	\$50,000	\$2,251,610	\$0
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.	\$210,000	\$160,000	\$50,000	\$160,000	\$0
TULSA COMMUNITY FOUNDATION (Tulsa, Okla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,672,435	\$1,672,435	\$0	\$1,672,435	\$0
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa, Okla.)—To help create a proposal for and participate in the Partnerships for Social and Emotional Learning Initiative.	\$615,643	\$565,643	\$50,000	\$565,643	\$0
XSEL LABS INCORPORATED (Evanston, Ill.)—To upgrade the technology behind and coordinate administration of an online social and emotional assessment of students in cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$505,955	\$505,955	\$0	\$474,575	\$31,380
OTHER RELATED EXPENSES —Activities including event production, workshop coordination, speaker recruitment and support for selection of grantees and contractors.	\$226,198	\$226,198	\$0	\$226,198	\$0

2. DEVELOP AND SHARE KNOWLEDGE

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (Alexandria, Va.)—To help disseminate knowledge about social and emotional learning.	\$25,000	\$25,000	\$0	\$25,000	\$0
CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING (Stanford, Calif.)—To sponsor the April 2018 Carnegie Foundation Summit on Improvement in Education.	\$6,500	\$6,500	\$0	\$6,500	\$0
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To help build the organization's communications capabilities and to develop knowledge products.	\$675,000	\$0	\$375,000	\$300,000	\$0

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
DATA QUALITY CAMPAIGN INC. (Washington, D.C.)— To help disseminate knowledge about social and emotional learning.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION (Alexandria, Va.)— To help disseminate knowledge about social and emotional learning.	\$40,000	\$40,000	\$0	\$40,000	\$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	\$0	\$100,000	\$141,449	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the Partnerships for Social and Emotional Learning initiative.	\$11,234,776	\$3,734,776	\$1,000,000	\$1,500,000	\$8,734,776

OTHER SOCIAL AND EMOTIONAL LEARNING PROJECTS

EDUCATIONAL TESTING SERVICE (Princeton, N.J.)—To support the collaboration between the Educational Testing Service and the Student Success Network.	\$20,000	\$20,000	\$0	\$20,000	\$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	\$0	\$15,000	\$0	\$5,000
NEW VENTURE FUND (Washington, D.C.)—To support the Funders Collaborative for Innovative Measurement and to support the participation of the U.S. in an international study about social and emotional learning.	\$75,000	\$75,000	\$0	\$55,000	\$20,000
TOTAL	\$32,042,751	\$22,498,802	\$2,327,000	\$18,760,362	\$10,955,389

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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
BOYS & GIRLS CLUBS OF AMERICA (Atlanta)—To complete a plan and proposal for a new phase in an initiative to run high-quality, year-round arts programming for young people, and for related research.	\$1,644,880	\$0	\$790,000	\$609,880	\$245,000
EDVESTORS, INC. (Boston)—To help ensure the sustainability of Boston Public Schools' efforts to expand the access to and equity of high-quality arts education.	\$1,500,000	\$0	\$1,250,000	\$200,000	\$50,000
NEXT LEVEL STRATEGIC MARKETING GROUP (Pleasantville, N.Y.)—To help manage the arts education effort at the Boys & Girls Clubs of America.	\$701,844	\$275,000	\$204,201	\$217,007	\$280,635
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide communications consulting to the three Boys & Girls Clubs participating in the first phase of the arts-for-young-people initiative.	\$10,000	\$0	\$0	\$10,000	\$0
OTHER RELATED EXPENSES —For management of a learning community for the effort.	\$51,723	\$0	\$0	\$51,723	\$0

2. DEVELOP AND SHARE KNOWLEDGE

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To conduct a review of arts education research that meets evidence standards of the Every Student Succeeds Act.	\$296,677	\$296,677	\$0	\$250,000	\$46,677
RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct a study examining the Boys & Girls Clubs of America's arts learning programs.	\$1,500,000	\$0	\$1,210,000	\$190,000	\$100,000
GRANTMAKERS IN THE ARTS (New York City)—To research and develop strategies for promoting federal policy regarding the arts in education.	\$60,000	\$0	\$30,000	\$30,000	\$0
OTHER RELATED EXPENSES —For photography.	\$2,174	\$0	\$0	\$2,174	\$0
TOTALS	\$5,767,298	\$571,677	\$3,484,201	\$1,560,784	\$722,312

**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 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
ALVIN AILEY AMERICAN DANCE THEATRE (New York City)—To participate in the Building Audiences for Sustainability initiative.	\$1,249,339	\$474,339	\$720,000	\$469,339	\$60,000
ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY (Tempe, Ariz.)—To participate in the Building Audiences for Sustainability initiative.	\$77,427	\$77,427	\$0	\$77,427	\$0
BALLET AUSTIN INCORPORATED (Austin, Tex.)—To participate in the Building Audiences for Sustainability initiative.	\$195,000	\$195,000	\$0	\$195,000	\$0
BALTIMORE SYMPHONY ORCHESTRA, INC. (Baltimore)—To participate in the Building Audiences for Sustainability Initiative.	\$844,000	\$434,500	\$405,000	\$439,000	\$0
CHICAGO THEATRE GROUP, INC. (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$888,600	\$402,600	\$486,000	\$402,600	\$0
CONTEMPORARY ARTS CENTER (New Orleans)—To participate in the Building Audiences for Sustainability initiative.	\$683,500	\$277,500	\$400,000	\$283,500	\$0
DENVER CENTER FOR THE PERFORMING ARTS (Denver)—To participate in the Building Audiences for Sustainability initiative.	\$407,000	\$407,000	\$0	\$21,000	\$386,000
EAST BAY PERFORMING ARTS (Oakland, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$146,850	\$146,850	\$0	\$0	\$146,850
LYRIC OPERA OF CHICAGO (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$879,000	\$424,000	\$455,000	\$424,000	\$0
OPERA PHILADELPHIA (Philadelphia)—To participate in the Building Audiences for Sustainability initiative.	\$1,395,000	\$605,000	\$765,000	\$630,000	\$0
OPERA THEATRE OF ST. LOUIS (Saint Louis)—To participate in the Building Audiences for Sustainability initiative.	\$744,000	\$331,000	\$413,000	\$40,000	\$291,000
PACIFIC NORTHWEST BALLET ASSOCIATION (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$1,268,000	\$368,000	\$610,000	\$658,000	\$0
PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC. (Pasadena, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$818,200	\$441,200	\$170,000	\$641,200	\$7,000
PORTLAND CENTER STAGE (Portland, Ore.)—To participate in the Building Audiences for Sustainability initiative.	\$1,351,500	\$517,500	\$810,000	\$541,500	\$0
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$864,275	\$294,275	\$570,000	\$294,275	\$0
OPERA THEATRE OF ST. LOUIS (Saint Louis)—To participate in the Building Audiences for Sustainability initiative.	\$744,000	\$331,000	\$413,000	\$40,000	\$291,000

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
PACIFIC NORTHWEST BALLET ASSOCIATION (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$1,268,000	\$368,000	\$610,000	\$658,000	\$0
PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC. (Pasadena, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$818,200	\$441,200	\$170,000	\$641,200	\$7,000
PORTLAND CENTER STAGE (Portland, Ore.)—To participate in the Building Audiences for Sustainability initiative.	\$1,351,500	\$517,500	\$810,000	\$541,500	\$0
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$864,275	\$294,275	\$570,000	\$294,275	\$0
S. RADOFF ASSOCIATES, LLC (New York City)—To serve as market research technical advisers to the Building Arts for Sustainability initiative.	\$3,585,000	\$0	\$1,697,000	\$867,000	\$1,021,000
SAN FRANCISCO PERFORMANCES, INC. (San Francisco)—To participate in the Building Audiences for Sustainability initiative.	\$561,000	\$299,500	\$255,000	\$306,000	\$0
SEATTLE OPERA (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$759,000	\$319,000	\$440,000	\$319,000	\$0
SEATTLE SYMPHONY ORCHESTRA, INC. (Seattle)—To participate in the Building Audiences for Sustainability initiative.	\$561,500	\$246,500	\$290,000	\$271,500	\$0
STEPPENWOLF THEATRE COMPANY (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$519,500	\$519,500	\$0	\$519,500	\$0
TECHNICAL DEVELOPMENT CORPORATION (Boston)—To help manage the Building Audiences for Sustainability initiative.	\$1,636,200	\$36,200	\$100,724	\$645,918	\$889,558
THE CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, Mass.)—To conduct a survey of the grantees in the Building Audiences for Sustainability initiative.	\$15,000	\$15,000	\$0	\$0	\$15,000
THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK, INC. (New York City)—To participate in the Building Audiences for Sustainability initiative.	\$736,885	\$308,000	\$386,000	\$20,000	\$330,885
THE WOLF ORGANIZATION, INC. (San Francisco)—To design and manage a learning community meeting for the Building Audiences for Sustainability grantees.	\$112,498	\$0	\$0	\$112,498	\$0
THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY (La Jolla, Calif.)—To participate in the Building Audiences for Sustainability initiative.	\$823,700	\$356,000	\$435,000	\$359,000	\$29,700
UNIVERSITY MUSICAL SOCIETY (Ann Arbor, Mich.)—To participate in the Building Audiences for Sustainability initiative.	\$263,900	\$263,900	\$0	\$263,900	\$0
VICTORY GARDENS THEATER (Chicago)—To participate in the Building Audiences for Sustainability initiative.	\$450,600	\$276,100	\$170,000	\$280,600	\$0
WOOLLY MAMMOTH THEATRE CO. (Washington, D.C.)—To participate in the Building Audiences for Sustainability initiative.	\$563,500	\$300,500	\$263,000	\$300,500	\$0
WORLD MUSIC, INC. (Cambridge, Mass.)—To participate in the Building Audiences for Sustainability initiative.	\$793,400	\$422,900	\$370,500	\$422,900	\$0
YERBA BUENA CENTER FOR THE ARTS (San Francisco)—To support audience building efforts.	\$250,000	\$0	\$225,000	\$25,000	\$0
OTHER RELATED EXPENSES —For professional learning community meeting activities.	\$78,663	\$78,663	\$0	\$78,663	\$0

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF MUSEUMS (Arlington, Va.)—To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
AMERICAN SYMPHONY ORCHESTRA LEAGUE (New York City)—To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
AMERICANS FOR THE ARTS (Washington, D.C.)—To sponsor the Americans for the Arts 2017 National Arts Marketing Project Conference.	\$10,000	\$10,000	\$0	\$10,000	\$0
ARTS REACH UNLIMITED, INC. (Long Beach, Calif.)—To sponsor and support workshops at Arts Marketing, Development and Ticketing Conferences in 2018 and 2019.	\$255,000	\$170,000	\$0	\$130,000	\$125,000
ASSOCIATION OF PERFORMING ARTS PROFESSIONALS, INC. (Washington, D.C.)— To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
BALLET AUSTIN INCORPORATED (Austin, Tex.)—To support a forum for local arts organizations on practices for building audiences for the arts.	\$26,750	\$26,750	\$0	\$26,750	\$0
BONFILS-STANTON FOUNDATION (Denver)—To support a forum on building audiences for the arts.	\$20,000	\$20,000	\$0	\$20,000	\$0
CHAMBER MUSIC AMERICA, INC. (New York City)— To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
DALLAS CENTER FOR THE PERFORMING ARTS FOUNDATION, INC. (Dallas)—To support a forum for local arts organizations on practices for building audiences for the arts.	\$20,000	\$20,000	\$0	\$20,000	\$0
DANCE USA (Washington, D.C.)— To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
FRACTURED ATLAS (New York City)— To support communications efforts of the Association of Arts Administration Educators.	\$75,000	\$75,000	\$0	\$50,000	\$25,000
OPERA AMERICA, INC. (New York City)— To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
RESNICOW SCHROEDER ASSOCIATES, INC. (New York City)— To help Wallace disseminate ideas and information about audience-building for arts organizations.	\$342,837	\$0	\$134,392	\$200,690	\$7,755
S. RADOFF ASSOCIATES LLC (New York City)—To conduct an analysis of the Building Audiences for Sustainability grantees' market research.	\$147,969	\$0	\$130,038	\$17,931	\$0
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	\$700,000	\$1,600,000
THEATRE COMMUNICATIONS GROUP, INC. (New York City)—To disseminate ideas and information about audience-building for arts organizations.	\$200,000	\$200,000	\$0	\$100,000	\$100,000
WNET (New York City)—To produce videos about work unfolding at various arts organizations taking part in the Building Audiences for Sustainability initiative.	\$368,500	\$135,000	\$100,000	\$201,000	\$67,500
OTHER RELATED EXPENSES —Activities including writing of reports and articles about Wallace arts efforts, copy editing and photography.	\$94,694	\$0	\$48,141	\$39,053	\$7,500
TOTAL	\$151,391,546	\$63,617,182	\$52,099,659	\$65,110,482	\$34,181,405

**COMMUNICA-
TIONS**

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
ACRONYM MEDIA, INC. (New York City)— To provide search engine marketing services and consultation.	\$659,781	\$0	\$286,668	\$364,997	\$8,116
NATIONAL PUBLIC RADIO, INC. (Washington, D.C.)—To support NPR and its coverage of education and the arts.	\$3,300,000	\$1,650,000	\$571,286	\$2,728,714	\$0
BIG THINK STUDIOS (San Francisco, Calif.)—To manage print advertising, develop creative concepts and purchase advertising.	\$149,875	\$0	\$0	\$149,875	\$0
PROTIVITI, INC. (Winchester, Va.)—To create a space on the Wallace website to house Wallace's blog.	\$44,400	\$44,400	\$0	\$44,400	\$0
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To support The Hechinger Report and its education coverage.	\$200,000	\$200,000	\$0	\$98,835	\$101,165
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide communications services to disseminate ideas and information generated from Wallace's efforts.	\$1,860,366	\$640,500	\$595,215	\$598,644	\$666,507
OTHER RELATED EXPENSES —For activities including development of Wallace reports and papers.	\$155,491	\$1,826	\$64,600	\$90,891	\$0
TOTAL	\$6,369,913	\$2,536,726	\$1,517,770	\$4,076,356	\$775,788

**SERVICE TO
THE FIELD OF
PHILANTHROPY**

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	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.	\$5,000	\$5,000	\$0	\$5,000	\$0
ASSOCIATION OF BLACK FOUNDATION EXECUTIVES, INC. (New York City)—To support this organization, which advocates for responsive investments in black communities.	\$5,000	\$5,000	\$0	\$5,000	\$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)—To conduct a project on “Re-Imagining Measurement and Evaluation” for foundations.	\$75,000	\$0	\$37,500	\$37,500	\$0
EDUCATION COMMISSION OF THE STATES (Denver)—To support the work of the Arts Education Partnership.	\$10,000	\$10,000	\$0	\$10,000	\$0
FJC (New York City)—To support the 2017 program activities of the 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 annual conference.	\$10,000	\$10,000	\$0	\$10,000	\$0
GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through their higher education years.	\$14,500	\$14,500	\$0	\$14,500	\$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 (New York City)—To support this nonprofit membership organization, which provides leadership and service to advance the use of philanthropy for arts and culture.	\$23,915	\$23,915	\$0	\$23,915	\$0
HISPANICS IN PHILANTHROPY (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$11,000	\$11,000	\$0	\$11,000	\$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.	\$354,650	\$24,650	\$220,000	\$134,650	\$0
INNOVATION NETWORK, INC. (Washington, D.C.)—To support the Evaluation Roundtable.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION, INC. (New York City)—To support this organization, which is dedicated to strengthening community arts education.	\$25,000	\$25,000	\$0	\$25,000	\$0
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To support the Education Funder Strategy Group, a membership forum of leading foundations focused on education policy.	\$25,000	\$25,000	\$0	\$25,000	\$0

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC. (New York City)—To support this organization, which serves nearly 1,700 nonprofits in New York City, Long Island and Westchester County, N.Y.	\$1,500	\$1,500	\$0	\$1,500	\$0
PEAK GRANTMAKING, INC. (Washington, D.C.)—To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$8,900	\$8,900	\$0	\$8,900	\$0
PHILANTHROPY NEW YORK, INC. (New York City)—To support this professional community of philanthropic foundations based in the New York region.	\$34,250	\$34,250	\$0	\$34,250	\$0
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (Evanston, Ill.)—To support this organization, which works to advance and disseminate research on the effects of education practices, interventions, programs and policies.	\$8,000	\$8,000	\$0	\$8,000	\$0
THE CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, Mass.)—To support this organization, which seeks to help foundations improve their performance.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE COMMUNICATIONS NETWORK (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$13,500	\$13,500	\$0	\$13,500	\$0
THE FOUNDATION CENTER (New York City)—To support this national clearinghouse of information on private grantmaking.	\$50,000	\$50,000	\$0	\$50,000	\$0
TIDES CENTER (San Francisco)—To support Emerging Practitioners in Philanthropy, a national network of foundation professionals and others who strive for excellence in the practice of philanthropy.	\$2,500	\$2,500	\$0	\$2,500	\$0
OTHER RELATED EXPENSES —To pay for membership dues to service-to-the-field organizations.	\$44,285	\$44,285	\$0	\$44,285	\$0
TOTAL	\$910,500	\$505,500	\$257,500	\$653,000	\$0

OTHER GRANTS

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
CENTER FOR DISASTER PHILANTHROPY (Washington, D.C.)—To support 2017 hurricane recovery efforts.	\$550,000	\$550,000	\$0	\$550,000	\$0
DE LA SALLE ACADEMY (New York City)—To provide general operating support to this school, which serves academically talented, economically less-advantaged boys and girls in grades six through eight.	\$10,000	\$10,000	\$0	\$10,000	\$0
NELSON MULLINS RILEY & SCARBOROUGH LLP DBA EDUCATION COUNSEL LLC (Washington, D.C.)—To provide policy and strategy support to advance Wallace's work at the federal and state levels.	\$292,500	\$0	\$75,000	\$197,500	\$20,000
SILICON VALLEY COMMUNITY FOUNDATION (Mountain View, Calif.)—To support the Northern California Fire Fund in recovery efforts in communities affected by 2017 wildfires.	\$75,000	\$75,000	\$0	\$75,000	\$0
UNITED WAY OF THE BAY AREA (San Francisco)—To support the United Ways' Northern California Wildfire Relief and Recovery Fund, which aids North Bay residents affected by 2017 wildfires.	\$75,000	\$75,000	\$0	\$75,000	\$0
EMPLOYEE MATCHING GIFTS	\$159,054	\$159,054	\$0	\$110,401	\$48,653
OTHER RELATED EXPENSES —To support management of various Wallace evaluation projects and related services.	\$399,153	\$260,000	\$72,605	\$193,305	\$133,242
TOTAL	\$1,560,707	\$1,129,054	\$147,605	\$1,211,206	\$201,895

GRAND TOTAL

\$151,391,546	\$63,617,182	\$52,099,659	\$65,110,482	\$34,181,405
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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, where you can learn about the foundation's:

- Mission: <http://www.wallacefoundation.org/about-wallace/Pages/Mission.aspx>
- How We Work With Grantees: <http://www.wallacefoundation.org/how-we-work/how-we-work-with-grantees/Pages/default.aspx>
- Funding Guidelines: <http://www.wallacefoundation.org/about-wallace/Pages/Funding-Guidelines.aspx>
- People: <http://www.wallacefoundation.org/about-wallace/People/Pages/default.aspx>
- History: <http://www.wallacefoundation.org/about-wallace/Pages/History.aspx>



The Wallace Foundation®

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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