



The Wallace Foundation®

Supporting ideas.  
Sharing solutions.  
Expanding opportunities.®

# REPORT '07



## CONTENTS

<b>CHAIRMAN'S LETTER</b>	
Honoring Our Past, Anticipating Our Future	2
<b>PRESIDENT'S ESSAY</b>	
Reaching Across Boundaries	3
<b>MISSION &amp; APPROACH</b>	5
<b>THE YEAR IN REVIEW</b>	7
Making the Connections, Sustaining the Benefits	
▪ Education Leadership	7
▪ Out-of-School Time Learning	11
▪ Building Appreciation and Demand for the Arts	14
<b>PUBLIC OUTREACH</b>	19
<b>PUBLICATION HIGHLIGHTS</b>	20
<b>FINANCIAL OVERVIEW</b>	22
<b>PROGRAM EXPENDITURES &amp; COMMITMENTS</b>	23
<b>FUNDING GUIDELINES</b>	32
<b>ABOUT OUR FOUNDERS</b>	33
<b>DIRECTORS &amp; STAFF</b>	34

# HONORING OUR PAST, ANTICIPATING OUR FUTURE

Twenty years ago, The Wallace Foundation began the transition from a collection of small family foundations to the national philanthropy it is today. Its growth and development were guided by



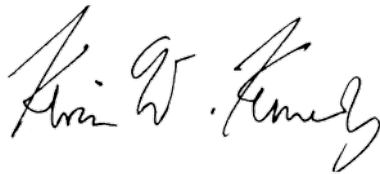
many people, two of whom retired in 2007 – Walter Shipley and Gordon Ambach. Walter, retired chairman of the board of The Chase Manhattan Corporation, served on the foundation's board for 15 years, the last five as chairman. He was instrumental in the development of the current mission of the foundation and was a strong, warm and principled leader. I am honored to follow in Walter's footsteps as chairman.

Gordon, who led the Council of Chief State School Officers following his tenure as New York State Commissioner of Education, had a passion for the foundation's educational initiatives and was generous in sharing his experience in the field and his wisdom. My fellow board members and I will strive to serve The Wallace Foundation with the dedication of Walter and Gordon.

While the foundation has grown dramatically – in assets, in reputation, and in the professionalization of its staff – its values still reflect those of its founders, DeWitt and Lila Acheson Wallace, who believed in the power of ideas and the ability of ordinary people to make a difference in the world.

The foundation's mission, based on these values, is concisely captured in its signature phrase – Supporting ideas. Sharing solutions. Expanding opportunities. In each of its focus areas, it invests in innovative approaches to dealing with important social issues, it develops and shares knowledge based on its research and the evaluation of the efforts it has supported, and then it shares what it has learned with others who are working on the same problems. Its “societal value creation” lies not just in the institutions it supports, but in the impact it creates through the transfer of knowledge.

In the future we will continue to strive to effectively serve the public good. In this effort, we are fortunate to be guided by the sage advice of an excellent board of directors, composed of leaders from the corporate, academic and nonprofit worlds. In January, we were pleased to add another prominent leader to our board, Candace K. Beinecke, chair of the law firm Hughes Hubbard & Reed. Together, we will work to continue to keep the Wallace's legacy alive and to fulfill what 17-year old DeWitt Wallace once declared his life's goal would be: “to serve my fellow man.” ■

A handwritten signature in black ink, appearing to read "Kevin W. Kennedy". The signature is fluid and cursive.

Kevin W. Kennedy, Chairman



# REACHING ACROSS BOUNDARIES

Boundaries are everywhere. There are physical boundaries like mountains and rivers. There are geographic boundaries that mark the beginning and end of countries and states and cities. There are organizational boundaries we put in place to distinguish different parts of our society – schools, parks, museums, hospitals, etc. And whether man-made or natural, boundaries almost always serve a purpose.



But when they create harmful or disabling barriers that prevent us from realizing important goals, then we clearly need a plan to surmount them. When we do so, we're able to see things differently and begin to imagine the possibilities that reaching across these boundaries can create.

As you'll read in the following pages of this annual report, we've become increasingly convinced that if we want to propel fundamental improvements in the learning and enrichment opportunities we provide for all people, and especially children, we need all the talent and resources we can muster, regardless of where those assets sit. That's why Wallace's work is increasingly about reaching across boundaries.

- In our education leadership work, we've been focused on the important role that principals and other leaders play in improving our nation's schools. We've come to appreciate all the different places that affect how leaders are selected, trained, placed and supported toward the goal of improving teaching and learning that results in improved student achievement. States set the standards for who can become a principal and what programs can train that principal. States and school districts both have a role in setting the conditions that a principal faces once s/he gets that job, and how that principal's performance will be evaluated. Universities serve as the major providers of leadership preparation programs, and are accredited by states. But districts actually hire the graduates of these programs, and they often do not have any input into the kind of training their leaders actually get or really need to meet the specific needs of the district. So the answer to the straightforward-sounding question of what can we do to get better school leaders requires negotiating complicated sets of relationships and a willingness to reach across governmental and institutional boundaries.
- In our out-of-school time learning work, we asked a similarly simple question: how can we improve the opportunities children have to participate in high-quality after school programs? Recognizing that cities are often the major public funders of these programs, we began by working with five cities to research what parents and children want from after-school programs, to think about ways to ensure the programs the cities support are of high-quality, and to capture data on the participation of the children who attend those programs. But while cities can conduct the research, set the standards and establish the quality criteria, they cannot actually deliver the services. That is generally done by the non-profit organizations in the city, working both in their own facilities as well as in the city's schools. All of these organizations need to work across their institutional boundaries if we are to fill the non-school hours with better learning and enrichment opportunities for children in a sustainable and meaningful way.
- In our arts learning work, we see a similar dynamic. There has been a dramatic decline in the time devoted to the arts in the traditional school day. And there are fewer and fewer arts teachers. So schools have to reach across boundaries to work with outside teaching artists and arts organizations to supplement the arts offerings available in schools. And arts organizations and out-of-school time providers are also working together to supplement the arts opportunities available for children in the non-school hours. No one of these institutions can provide all that is necessary without reaching across the boundaries that divide them.

## Some label this approach “systemic.” Others think about it as “coordinated.” Whatever you call it, our experiences to date and some new research findings suggest that it is a promising way to confront what often appear to be insurmountable barriers.

- Finally, in our efforts to make arts participation a higher priority in entire cities, we’ve been struck by the boundaries that often divide arts organizations from each other. While each organization has its own institutional mission and priorities, they all share common challenges in finding more effective ways to better serve their various communities and help make the arts a part of people’s everyday lives. We are currently working with selected cities to help arts organizations cross their institutional boundaries by creating city-based learning networks, sharing knowledge about market research, contributing to common mailing lists, and otherwise working together in unprecedented ways to ensure that they do not lose the force that ultimately sustains them: citizens with the ability to draw meaning from the works of art that are exhibited or performed and that sustain our diverse cultural heritage.

Some label this approach “systemic.” Others think about it as “coordinated.” Whatever you call it, our experiences to date and some new research findings suggest that it is a promising way to confront what often appear to be insurmountable barriers. It is not a simple or short-term endeavor. It requires starting with the question of whom you want to serve – school children, for example – rather than what institution you want to support. And it means stepping back and looking at the larger environment surrounding the issue being tackled and figuring out how to effectively engage the various institutions that affect it. While this clearly increases the complexity of the task, it also increases the prospects that the results will become more deeply rooted and lead to the sustainable improvements we hope our investments will foster.

We’ve learned a few things about what you need to cross boundaries. First and foremost, you need inspired and committed leadership. You need reliable data to guide decisions along the way. You need research to fill in what’s not known. And you need a broad coalition of supporters who will actually make the vision a reality. Most of all, you need to believe that in reaching across boundaries we can create a whole that is greater than the sum of its parts. Our work to date provides a strong basis for this belief and we draw inspiration from the words of the French writer Anatole France who reminds us that, “To accomplish great things, we must not only act but also dream; not only plan, but also believe.” ■



M. Christine DeVita, President

# MISSION & APPROACH

The mission statement we have had since 2003 reflects our belief that knowledge, more than money, is the true coinage of lasting, beneficial change: “The Wallace Foundation supports and shares effective ideas and practices that enable institutions to expand learning and enrichment opportunities for all people.”

And our signature phrase —“Supporting ideas. Sharing solutions. Expanding opportunities.” — encapsulate our belief that as a national foundation with sizeable assets and a seasoned professional staff, we have an opportunity, and a responsibility, to go beyond money and use our resources in ways that build, capture and share information and know-how that leaders in a particular field can use to bring about beneficial changes.

From the start, we have understood our limitations. No one elected us to do or change anything. And we can’t simply buy the changes we want to see happen because the money we have is miniscule compared to the public sectors we are trying to influence.

Still, our pluralist society creates an enormous opportunity for foundations like ours to have an impact beyond just giving away money. There is an insatiable market for new and useful ideas. And as a national foundation, we occupy a privileged position — free of many of the constraints on government or profit-making enterprises — to help generate and test innovative ideas, and then capture and share credible information that helps institutions in the fields we are engaged with work better and bring about benefits to people.

With those constraints and opportunities in mind, The Wallace Foundation has evolved in the last several years from its beginnings some 40 years ago as a group of four family foundations that made grants in many areas, to a single foundation focused on using knowledge and ideas to create enduring change in just three areas of activity:

- Strengthening education leadership to improve student achievement
- Enhancing after-school learning opportunities, and
- Building appreciation and demand for the arts.

In simplest terms, our approach is to develop and test useful ideas “on the ground,” gather credible, objective evidence on what is most effective and why, and then share that knowledge with the individuals and institutions having the courage and authority to bring those effective ideas to life in ways that bring benefits to people. There are three components to this approach:

1. ***Develop innovation sites:*** We work closely with sites (such as states, school districts, and cities as well as non-profit organizations) to help them plan and test new approaches for bringing about the change goals to which we have mutually agreed. These sites can provide us and the broader field with insights into what ideas are or are not effective and what conditions support or impede progress.
2. ***Develop and share knowledge:*** In concert with our innovation site work, we also develop and spread instructive lessons through a range of research and communications strategies that can improve practice and policy in organizations that will never get Wallace grants.
3. ***Achieve benefits nationally:*** This is the ultimate objective of all of our work. By supporting innovative site work, pursuing relevant and useful knowledge-building activities, and synthesizing and sharing credible ideas and practices, we believe that Wallace can contribute to informing the behaviors of policymakers and practitioners in our focus areas, and thereby improve the practices of institutions such as schools and arts institutions in ways that lead to measurable benefits for people.

The success of this approach rests entirely in the expertise and close teamwork of our program, communications, and research and evaluation staff.

- Program staff provide in-depth knowledge of their fields, helping us understand where the most effective leverage points for change may be as we consider various strategy choices. They guide us in identifying effective organizations and fruitful places for our grant investments, and help analyze and identify the factors that propel or impede change in our sites and the fields in which we work. They manage the progress of our innovation sites and other grantees that support that site work.
- Research & Evaluation staff determine what research exists upon which we can build our strategies and help identify where critical knowledge gaps are. They contribute to effective program design and help assess whether proposed strategies are likely to produce the desired outcomes. They plan fresh research as necessary, including in-depth reviews of ongoing work in our most promising innovation sites. They manage the progress of our research and evaluation grantees.
- Communications and Editorial Services staff are responsible for identifying our key audiences and developing the strategies to reach them. They synthesize and translate the field-tested ideas we are developing with our sites and our research into compelling products for the identified key audiences. And they work to ensure those products are useful to policymakers, practitioners, and affected and interested citizens. They manage the progress of our communications grantees. ■

# MAKING THE CONNECTIONS, SUSTAINING THE BENEFITS

In all three of our current focus areas – strengthening school leadership, creating more arts learning opportunities for children, and providing higher-quality afterschool programs – the idea is to help promote beneficial changes that outlast our grants and extend beyond the organizations we directly fund. Grants are important. But we’ve also learned that – to borrow a phrase from our tagline – “supporting ideas” is even more potent than money as a means of helping institutions like schools, museums, parks or YMCAs serve people better over the long run.

Still, even the best idea only comes to life when embraced by those in a position to make use of it and create meaningful change. And mobilizing that necessary leadership around ideas such as the importance of arts learning, or the value of enriching afterschool activities, or helping school principals succeed so that learning improves, has proven far easier said than done in a world flooded with competing needs and priorities. All of which has led us to the conclusion that to see good ideas spread and take hold, one of the most promising approaches has been to help our grantee partner organizations “make the connections.”

## *What does that mean?*

For starters, making the connections means bringing top public and private leaders and decisionmakers to the table. It means getting those leaders to participate in sustained planning, arrive at agreed-upon goals, and hold key players accountable for results. It means building information systems so that facts drive policy and decisionmaking. It means rallying public support and helping ensure adequate funding to implement the change.

Finally – and this is often hardest – making the connections means bringing together public and private institutions to cooperate in a sustained way on developing well-coordinated policies and programs that put the interests of children and families first. Institutions such as school districts, arts organizations or afterschool providers have little history in collaborating with each other, and when they attempt it, they often encounter gulfs in language and traditions, goals and relative resources. Sustained planning and management information systems capable of developing useful and timely data to monitor change and progress are also not the norm in most city or state governments. As a result, progress in developing these collaborative approaches to change has often been hard-won, slower than anticipated, and fragile.

Despite the challenges and obstacles, we have seen enough progress in our funded sites to convince us that that this approach has promise. In all three of our current focus areas, we are supporting institutions and entire cities that are testing the idea of building connections that create lasting benefits, and they are producing useful lessons that Wallace has been capturing and sharing with others. The following is a brief summary of that work in 2007.

## EDUCATION LEADERSHIP – BUILDING COHESIVE LEADERSHIP SYSTEMS

When Wallace decided seven years ago to devote its entire effort in education to improving the performance of school leaders so that teaching and learning would benefit, the importance of leadership was generally undervalued in education circles. The standards, training needs and working conditions affecting the success of school leaders were





*Students participating in a music class at P.S. 84 in New York City. The school's principal, Robin Sundick, was a graduate of the NYC Leadership Academy, a Wallace Foundation grantee.*

rarely considered as a whole. At most, leadership was on the peripheries of most reform discussions. This, despite the alarming turnover rates of principals and superintendents and difficult leadership recruitment challenges many states and districts were confronting.

That picture is changing. Judging from the activity we're seeing in the states and districts we've funded, and in places beyond, the critical role that well-trained and supported leadership can play in driving student learning is better understood and appreciated. More than 70 publications Wallace has commissioned or produced have shed new light on a range of education leadership topics – including a landmark report in 2007 by a team of Stanford researchers that described the key ingredients of high-quality leader training, and provided hard evidence for the first time that principals who receive better training outperform those who don't.

Perhaps the single most important lesson we've learned is the need for states and districts to work together much more closely

to develop policies and practices that make great leadership achievable by many principals and superintendents, not just the occasional hero. Those better-coordinated policies need to be aimed at selecting the right people to enter the leadership pipeline, then providing them with the right training, support and authority. Along with providing them the means to succeed, we also need to hold leaders accountable by adopting clear standards and assessments of their performance based on those standards.

It is our belief that the way to make these complex but necessary connections is through a coordinated approach to leadership policy-setting that we've come to call a "cohesive leadership system." A Wallace Perspective, *Leadership for Learning: Making the Connections Among State, District and School Policies and Practices*, details the rationale and the three core elements of a cohesive leadership system:

- Standards that spell out clear expectations about what leaders need to know and do to improve instruction

and learning and that form the basis for holding leaders accountable;

- Training that prepares leaders to meet the standards and to be prepared for the realities and demands of their jobs; and
- Conditions and incentives that help or hinder the ability of leaders to drive improvements in teaching and learning.

Highlights of work underway to make the connections among these core elements at the state and district levels include the following:

#### *Connecting leadership standards and training:*

- Forty-six states have adopted the Interstate School Leaders Licensure Consortium (ISLLC) leadership standards, or some version of them, and many have begun applying them to evaluate leadership training programs and school leaders and to hold them more accountable. Missouri, for example, has identified essential leadership behaviors and has been working to implement them at every phase of leadership development – including redesigning all 17 university preparation programs for leaders in that state as well as its newly-enacted statewide principal mentoring program. The ISLLC standards were revised by the Council of Chief State School Officers with Wallace support and released in 2008.
- Many states are pressing universities to redesign their leadership preparation programs by applying new accreditation guidelines and more rigorous standards

and are also taking steps to spread effective training practices statewide. Georgia, for example, has adopted new university reaccreditation processes that required all university programs to sunset and reapply for accreditation in 2008. In Illinois, Chicago and Springfield have developed exemplary principal training programs and a statewide consortium of districts is working to spread those effective practices. The University of Delaware has approved a dramatically redesigned principal preparation program that will serve as a model for other higher education institutions in the state.

- Leadership academies are springing up in a growing number of states including Iowa, Georgia and Louisiana, and in large districts including New York City, Chicago, Boston and St. Louis. The NYC Leadership Academy, launched in 2003 with Wallace support, has been a model for such institutions and has provided exemplary pre-service training to some 300 aspiring principals and mentoring to about 1,000 New York City school leaders. It is also providing training in coaching and aspiring leader preparation to a number of other places beyond New York City including Delaware, Missouri, Kentucky, Boston and Chicago. (*see text box on NYC Leadership Academy, p. 10*)
- Massachusetts took a different tack with the highly-unusual step of giving Boston and Springfield authority to license principals. Armed with that authority, the districts are now in a stronger position to influence universities to develop principal training that is of higher quality and more suited to district needs. In 2007, Wallace launched

### **Getting Principal Mentoring Right**

A rarity before 2000, mentoring for newly-hired principals is now required by half the nation's states – an encouraging sign that states and districts see the value of investing more in the success of principals. But an analysis by The Wallace Foundation of this new trend, *Getting Principal Mentoring Right: Lessons from the Field*, concludes that many such programs are not yet tailored to develop principals capable of driving better teaching and learning in their schools or shaking up the status quo if necessary. Based on that analysis, the report proposes several "quality guidelines" for states and districts either thinking about adopting new programs or improving existing ones:

- High-quality training for mentors should be a requirement and should be provided by any state or district with mentoring.
- States or districts that require mentoring should gather meaningful information about its efficacy: especially, how mentoring is or is not contributing to the development of leadership behaviors that are needed to change the culture of schools toward improved teaching and learning.
- Mentoring should be provided for at least a year, and ideally two or more years, in order to give new leaders the necessary support as they develop from novices to self-assured leaders of change.
- State and local funding for principal mentoring should be sufficient to provide quality training, stipends commensurate with the importance and time requirements of the task, and a lengthy enough period of mentoring to allow new principals a meaningful professional induction.

an independent evaluation to determine how effective such efforts to empower districts as “consumers” are as a means of improving leadership training. The results of that research are expected in 2009.

- Since 2006, states and districts in our initiative have been sending leadership teams<sup>1</sup> to participate in Wallace-supported “executive leadership programs” at Harvard University and the University of Virginia. These programs bring together faculty from schools of education, business and public policy and are designed to enhance the skills of state and district leaders and their teams and to help build a common core of knowledge and understanding about the policies required to support the necessary leadership to drive better teaching and learning.
- More than 47,000 participants have gone through Wallace-sponsored state or district leadership training programs to date – nearly 13,400 in 2007 alone. One result is that a number of districts, including Fort Wayne, IN, Hartford, CT, and Fairfax County, VA, are fully meeting their need for well-prepared principals.
- Wallace-funded states are also leading a national trend toward providing standards-based mentoring for new principals. Such requirements were almost unheard of before 2000. The quality of these new programs remains a concern, however, and Massachusetts and Missouri are among Wallace sites taking steps to lift the quality of their mentoring, including providing better training to mentors. A Wallace report published in 2007, *Getting Principal Mentoring Right*, documents this mixed record and outlines action steps to improve mentoring, including better training for mentors. (see text box, p. 9).

Finally, the quest for better quality in principal training got an important added boost in 2007 with the publication of *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. The landmark report, by a team of Stanford researchers led by Professor Linda Darling-Hammond, featured case studies of “exemplary”<sup>2</sup> Wallace and non-Wallace training programs and provided data that showed that these programs actually succeed in producing graduates who go on to be better school leaders. (see text box, p. 11).

**Improving leadership conditions:**

Better training is crucial, but even the best trained leaders are unlikely to succeed for long in a system that fails to provide them with the necessary conditions and authority to improve teaching and learning. Overall, progress to date in these “conditions” issues has been slower than the standards

and training work because of the difficult policy issues and trade-offs that frequently accompany such changes. But states and districts have increasingly been collaborating on policies that are more supportive of school leaders and that remove obstacles to their success.

- More time for instruction – More than 200 schools in nine sites are piloting a new position called the school administration manager (SAM). Pioneered in the Jefferson County (KY) school district, the function of SAMs is to relieve principals of some of the non-instructional responsibilities that distract them from concentrating on teaching and learning. An independent evaluation will assess the effectiveness of the idea, but early signs are that principals with SAMs in their schools have been able to increase the time spent each week on instruction by 50 percent or more, with accompanying improvements in student learning.
- Using data to improve learning – Delaware, Michigan, New Mexico and Ohio are among states making the

**Preparing Leaders for New York City’s Most Challenging Schools**

The NYC Leadership Academy was created in 2003 to train the next generation of principals capable of turning around the city’s most challenging schools. Its innovative approaches include problem-based learning, field experience and unusually strong and sustained support to its graduates from veteran, well-trained mentors. The Academy has developed and implemented four main programs:

- (1) Aspiring Principal Program (APP), a pre-service program that has trained 222 graduates to date. APP graduates currently make up 11% of the city’s principals, and the city’s Department of Education has gradually assumed its costs.
- (2) Support for all first-year principals in New York City, including mentoring and workshops. Over 1,000 first-year principals have participated since 2003.
- (3) Support for second- and third-year principals, including individually-tailored mentoring and support for any principal who requests it. Begun in 2006 with Wallace’s funding, this program had over 300 participants in its first year.
- (4) Training in data-informed decision making, consisting of workshops for principals and their leadership teams in the use of data to analyze and improve their schools’ performance.



most progress in providing leaders at every level of public education with access to information about students' progress and how it can be improved.

- Evaluating leader performance – States and districts have evaluated principals for years, but rarely have assessments focused squarely on the leadership behaviors connected with improving teaching and learning. That's beginning to change as at least half a dozen Wallace-funded states are working to enhance their principal evaluation tools, drawing on the early results of the Wallace-funded project at Vanderbilt University where researchers have developed a school leadership assessment tool, VAL-Ed, focused on the effective leadership behaviors that have the greatest impact on student achievement. This new tool, which is aligned to the new ISLLC standards, is expected to be ready for wide distribution in 2008.

In 2007, Wallace funded an independent evaluation to determine the effectiveness of the cohesive leadership system idea. We also decided to differentiate our grantmaking so that states and districts with the most progress toward making the connections in developing such a cohesive leadership system get the most Wallace support. (*see grant tables, p. 23-25*)

#### OUT-OF-SCHOOL TIME LEARNING – A CITY-BASED APPROACH

In recent years out-of-school time (OST) learning programs have been gaining attention and funding. More households have working mothers. Families are looking increasingly to OST programs to give their children a leg up on school work or to compensate for cutbacks in arts, sports and other enrichment activities in many school districts. A rich variety of programs exist in U.S. cities and many do a good job of providing safe, supervised havens for the estimated 40 million youngsters who attend them. But the quality and availability of these services are uneven. Millions of children either lack access to programs or choose not to attend for a variety of reasons including lack of transportation or concerns about safety or poor program quality. For them, the time outside the school day can signal boredom and risk.

With the upsurge in interest in OST have come some tough questions: How might entire cities think about making these programs available to many more children? And because these programs are voluntary and children will inevitably “vote with their feet,” how can cities take steps to lift the quality of OST programs so that children will want to attend them often enough to reap learning and developmental benefits?

The Wallace Foundation has a 20-year history of funding a variety of efforts to provide enriching learning opportunities

#### What Is “Good” Principal Training?

In 2007, researchers from the Stanford Educational Leadership Institute released one of the most rigorous studies to date of effective programs for training principals: *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. It provides compelling evidence that the benchmark training programs it examined produce principals who do a measurably better job of leading school improvement than graduates of other training programs.

Among the key features of successful programs identified in the report:

- More selective recruitment practices that limit entry to those with demonstrated leadership ability;
- Training built on professional standards that emphasize improving instruction;
- More active learning methods, such as feedback and internships that provide opportunities to exercise leadership;
- Continuing support through a cohort structure; and
- Individualized support including mentoring.

outside the traditional school day in libraries, urban parks, children's and science museums, and in school-based programs. While we are proud of those efforts, the results often were isolated islands of success that did not translate into broader or sustainable change.

In 2003, we took a different tack. We selected five cities (beginning with Providence and New York City and later adding Boston, Chicago and Washington, D.C.) to lead a pioneering effort to plan, develop and test a city-based, coordinated approach to improving OST. (*see text box p. 14*) The goal is to develop durable, citywide approaches to providing many more children with the benefits of sustained participation in high-quality learning and enrichment opportunities outside the school day, document the results and lessons, and share them broadly so that many other cities and their children can benefit as well.

Nearly five years into this work, the cities in our initiative have begun to yield lessons on how other cities can get started in developing and sustaining a coordinated, citywide approach. A newly-published Wallace Perspective, *A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities*, offers six “action elements” that experience and emerging research suggest form the basic framework for such efforts and are central to their success and sustainability. (*see text box p. 12*)

# How can cities take steps to lift the quality of OST programs so that children will want to attend them often enough to reap learning and developmental benefits?

Strong leadership, especially from the mayor, and a commitment to intensive and sustained planning are the crucial first ingredients. Success also requires the ability to gather reliable, citywide facts about the availability, quality and participation rates in OST programs. And if children and youth are to realize actual benefits from participation, cities need to commit to increasing program quality, beginning with standard-setting.

Although this work has been challenging, we have seen substantial movement on key aspects of this system-building effort in our sites and we remain confident that a coordinated, citywide approach to improving OST holds promise as a means of expanding benefits to many more children – more so than the more usual program-by-program approaches.

Here is a summary of progress and challenges to date on the action elements in the five cities in Wallace’s initiative:

## *Committed leadership*

Broad-based leadership and commitment that can outlast changes in administrations is essential for any city getting started on wide-scale OST improvement. The backing of the mayor is especially important in rallying other leadership support and lining up necessary funding. In New York, Mayor Michael Bloomberg has been a strong OST champion, leading a reorganization of the city’s OST programs and substantially increasing public spending on OST to \$121 million, nearly triple 2006 levels. Mayor David Cicilline in Providence has become a national voice for OST. He arranged a first-time OST municipal appropriation in 2007, along with unprecedented partnerships between OST programs and key city agencies, including the recreation department, to develop a new neighborhood-based system of OST opportunities for middle-school youth.

A key strength of Chicago’s citywide OST work to date has been the breadth and commitment of public sector leadership, including the heads of the Department of Children and Youth Services as well as the departments of parks, police, libraries, the housing authority and the schools superintendent. In Washington, strong commitment by Mayor Adrian Fenty and DC city council members has resulted in \$6.5 million in city funding to the DC Children & Youth Investment Trust

Corporation for Project My Time, a school-based approach to bring more OST services to middle-school youth. The project has drawn another \$1.5 million from area funders to support OST system-building work.

## *A public or private coordinating entity*

Along with lining up key leadership, an early lesson from our initiative is the critical importance of designating a coordinating entity to be responsible for managing the planning and implementation of city-based OST improvement. In New York City and Chicago, planners decided to keep the coordinating function within a city agency. Providence, Boston and Washington, D.C. turned to independent, non-profit organizations to fill that role.

These coordinating agencies fill a number of important functions. They manage the planning process and gather

## Improving OST Citywide: Six “Action Elements”

- Committed leadership – including top political, school, community and OST leaders, to secure funding and other resources and shape policies;
- A public or private coordinating entity – to manage the development of plans, link disparate OST players, build citywide attention and support for OST, and ensure that plans and performance stay on track;
- Multi-year planning – to set goals and priorities, develop ways to hold key players accountable for results and identify necessary resources;
- Reliable information – to document the needs and wishes of parents and children, track participation and identify underserved neighborhoods and families;
- Expanding participation – to reach more children and ensure that they attend often enough to benefit; and
- A commitment to quality – because quality programs are likeliest to benefit children and therefore scarce OST funding should be directed to delivering high-quality programming.

*Source: A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities, downloadable for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)*





*An after-school program in Dallas teaching hip hop rhythms.*

key data. In some cases, such as the Providence After School Alliance (PASA) and the DC Children & Youth Investment Trust, they distribute funding to programs that meet quality standards. They lead the development of quality standards and determine steps to help programs achieve better quality and participation. In several cities in our initiative, they have also established websites and other means to inform parents and children about OST and program locations, and oversee efforts to build and sustain broad public and private support for OST. PASA, for example, has raised \$5 million in public and private funding for OST, over and above the \$5 million Wallace has provided since 2004.

### ***Multi-year planning***

Multi-year planning is key in driving widescale improvement in services. Planning doesn't end with the creation of a one-time document. It needs to be continuous – meaning that the plans are revisited as conditions and circumstances change. The plans need to establish clear goals for expanding access and quality citywide, and for creating performance benchmarks to make sure that the goals are being met. And the plans need to provide a blueprint for having the public and private resources needed to achieve the goals and sustain the services over time.

Cities in our initiative are beginning to discover the payoffs of planning. In Washington, for example, leaders of the Children & Youth Investment Trust, say the District's 43-page planning document has enabled them to look beyond day-to-day needs by charting a clear, six-year course with the goal of making programming available to children in all of the city's public middle schools.

### ***Reliable information***

With Wallace's support, all five cities in our initiative have now established management information systems for OST and have also gathered data to get a neighborhood-by-neighborhood picture of the supply and demand of OST services. In several cities, the results have been eye-opening: New York City discovered an abundance of programs in relatively affluent areas and shortages in low-income neighborhoods. Using that information, New York began to allocate more than half of its funding to areas identified by zip code that needed OST most. In Washington, market research revealed powerful parental support for arts and culture along with homework assistance. In Providence, similar research identified a desire for more sports programming. Drawing on those findings, both cities' programs incorporate a mix of arts, sports and recreational activities.

## The Five Cities in Wallace's Out-of-School Time Initiative

- **Boston** – Partners for Student Success, administered by the not-for-profit Boston After School & Beyond organization, seeks to assist struggling public elementary school students with enrichment activities and academic help. [www.pss.bostonbeyond.org](http://www.pss.bostonbeyond.org)
- **Chicago** – Chicago's Department of Children & Youth Services is working with After School Matters, a private nonprofit organization that features teen apprenticeships, to increase access to OST services for high school students and to track participation. [www.afterschoolmatters.org](http://www.afterschoolmatters.org)
- **New York City** – The city's Out-of-School Time Initiative, administered by the Department of Youth and Community Development, aims to improve and expand OST opportunities in a range of school and out-of-school settings for all age groups. [www.nyc.gov/html/dycd/html/afterschool/out\\_of\\_school\\_time.shtml](http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml)
- **Providence** – The not-for-profit Providence After School Alliance (PASA) has created a network of neighborhood hubs, "AfterZones," throughout the city. They offer middle-school students homework help, sports, arts and other programs. [www.mypasa.org](http://www.mypasa.org)
- **Washington, D.C.** – Project My Time, run by the not-for-profit DC Children and Youth Investment Trust Corp., offers underserved middle school students a variety of sports, arts and academic OST programs. [www.projectmytime.org](http://www.projectmytime.org)

OST attendance data being gathered in these cities also provide insights into the responsiveness, accessibility and quality of OST programs. Providence and Washington, D.C., will soon begin correlating OST participation data with school performance information such as attendance, grades and test scores. This will allow planners to better understand whether OST programs are having an impact on school achievement.

### *Expanding participation*

Increasing participation has long been a goal of OST providers and advocates. Children need to attend frequently enough, and over a long enough period of time, to realize learning or developmental benefits. And the participation challenge only

gets harder as children grow older and have more options for spending their nonschool hours either for good or ill. So cities are testing a number of ways to boost participation and remove obstacles.

For example, Providence, which is focusing on middle-school students, has arranged for additional late-afternoon school bus transportation for OST participants. Chicago's After School Matters has scored unusual success in drawing hard-to-reach teens to their programs that feature paid apprenticeships and minimum attendance requirements. Using its new management information system, New York City is monitoring participation in city-funded OST programs and reduces funding for those that fail to meet targets. An independent evaluation of OST programs in New York City's Wallace initiative, which is aimed at all school-age groups, reported a 34% overall increase in participation in 2007 over the prior school year.

### *A commitment to quality*

A commitment to quality needs to be a cornerstone of any effort to providing citywide, sustainable OST improvements that actually result in benefits for children. To meet the quality challenge, cities in the Wallace initiative have adopted quality standards, are using program assessment tools and are working in various ways to enable programs to meet the standards. PASA has invested heavily in training of OST staff and recently introduced a quality assessment tool for OST providers to use. As a testament to the quality of Providence's new OST standards, the Rhode Island Department of Education adopted them and funded PASA to spread them statewide. In New York City, youth workers can receive scholarships for college courses leading to a youth worker certificate. Nonetheless, new research commissioned by Wallace also highlights the often-fragile finances and management weaknesses of many OST providers that limit their ability to meet these higher quality standards and serve more children.

No one has better summarized the importance of committing to quality than a Providence student who said, "I'd walk a mile for a quality program. But I wouldn't walk across the street for a bad one."

### **BUILDING APPRECIATION AND DEMAND FOR THE ARTS**

Support for the arts has been a cornerstone of Wallace's work since its formation as a national foundation in 1990. While we have funded many different disciplines and launched a wide variety of program initiatives, our core goal – to build current and future audiences by making the arts a part of more people's lives – has remained constant. We pursue this

# Our core goal – to build current and future audiences by making the arts a part of more people’s lives – has remained constant.

goal because we know that the arts provide multiple benefits that enrich people’s lives and the communities they inhabit.

Our current strategy in the arts has two components:

- *The Wallace Excellence Awards*, which provide support to exemplary arts organizations in selected cities to identify, develop and share effective ideas and practices to reach more people.<sup>3</sup> A total of 57 arts organizations have received Excellence Awards through 2007. The Awards program is currently taking place in four cities – Boston and Chicago since 2006; and Philadelphia and San Francisco which were added in 2007. We plan to add Seattle and Minneapolis/St. Paul to this initiative in 2008. A key aspect of this strategy has been to raise the visibility and importance of participation-building citywide and to create effective “learning networks” that enable interested arts professionals to benefit from and apply the participation lessons being learned.
- *Arts for Young People*, whose goal is to help selected cities develop effective approaches for expanding high-quality arts learning opportunities both inside and outside of school, and to capture and share lessons that can benefit many other cities and arts organizations. With Wallace support, Dallas is currently implementing the Dallas Arts Learning Initiative (DALI), a coordinated approach to expanding arts learning opportunities for children both within and outside school. We expect to bring this work to a handful of other cities over the next few years. Our arts learning initiative is city-focused and aims to catalyze broad, durable improvements in arts learning in schools, align both school and non-school arts learning opportunities including during the summer, and garner public and private support necessary for long-term sustainability.

Here’s a look at our progress to date in these two arts strategies:

## WALLACE EXCELLENCE AWARDS

Twenty-one arts organizations received Wallace Excellence Awards in 2007 in our two new host cities of Philadelphia and San Francisco. In all of our target cities, we have engaged a central coordinating agency to bring arts organizations together to share information and experiences as a “learning

network” about participation building and to promote the spread of those ideas to arts organizations citywide.<sup>4</sup> The Philadelphia Foundation and San Francisco Foundation are serving those functions in our newest Excellence Award cities. In Philadelphia, Wallace’s support will also complement “Engage 2020,” a new effort that will be led by the Philadelphia Foundation and the Greater Philadelphia Cultural Alliance to increase engagement in the arts citywide.

Wallace-funded arts organizations, especially theaters and museums, have generally outpaced national averages in terms of annual attendance growth over the last four years. The fact is, however, that arts organizations, even the largest, often have limited capacity or commitment to document effective participation-building practices. As a result, it has been difficult to mine the lessons and build a credible body of knowledge from which others in the field could benefit.

## *Building a knowledge portfolio*

To help address those common participation data shortfalls, we have begun providing specific support to the organizations chosen to receive Wallace Excellence Awards to strengthen their data collection and analysis. We have also been much more intentional about working with these organizations toward building a “knowledge portfolio” of potential participation-building lessons based on their efforts.

Here is a sampler of participation-building activities by Wallace Excellence Awards organizations in Philadelphia and San Francisco and the lessons that could emerge:

## *Lessons about increasing participation by children and families*

- The Contemporary Jewish Museum in San Francisco aims to increase the participation of family audiences by building awareness of the museum as a resource for families of all backgrounds, eliminating financial barriers and creating diverse programs. One means is a “family passport” that offers free admission to families and incentives for repeat visits.
- In Philadelphia, the Fleisher Art Memorial, a community school of the arts serving more than 4,200 students annually with classes in drawing, painting, sculpture, printmaking, photography, ceramics and art history, is

establishing a full-day summer program and an on-site after-school program for youth. It is also creating free family workshops to attract more low-income, local participants for more in-depth art classes. This work could produce insights into how an arts center can lower the perceptual and practical barriers that inhibit low-income neighbors from participating in its programs.

#### ***Increasing the participation of people who are somewhat inclined to participate but currently do not do so***

- The Chamber Orchestra of Philadelphia seeks to increase participation by adults and families by marketing its offerings to nearby residents who are largely educated, higher income persons likely to be interested in classical music but not current concert goers. It will also perform community and family concerts in neighborhoods and settings where it has not typically appeared in the past. In addition, it will cross-market concerts with non-music organizations that can help reach new audiences.
- The San Francisco Girls Chorus, a professional performing, touring and recording vocal ensemble that also provides music training for girls and young women, is refining its offerings and marketing to engage people who might be drawn to the chorus but who do not currently participate. Potential new participants include classical instrumental music patrons, young women and families with children.

#### ***Attracting diverse audiences***

- Philadelphia Theatre Company, a regional group that produces works never before presented in the region by contemporary American playwrights, seeks to learn how to engage community leaders in diversifying its audiences. It will create a parent advisory committee to help select programming aimed at increasing family participation. It will seek to engage African-Americans by creating relationships with local churches, and reach out to suburban communities through marketing efforts.
- Alonzo King's LINES Ballet in San Francisco is working to attract more diverse and ethnically specific audiences by expanding marketing efforts for staged collaborations with artists representing cultures from around the world.

#### ***Building participation through technology and social networks***

- The Philadelphia Orchestra will conduct audience research to determine the needs and interests of its current customers and use the results to design more effective marketing. It will also use new technology to broadcast concerts and refine its website to create an interactive online community.
- The Center for Asian American Media, whose San Francisco International Asian-American Film Festival

### **New RAND Study Examines Collaborative Approaches to Improving Arts Learning**

A number of urban areas have been responding to decades of cutbacks in arts education by developing collaborative networks of organizations – including schools, arts organizations and community organizations – to make arts learning more accessible and of higher quality both during and after the school day. A newly-published RAND study, *Revitalizing Arts Education Through Community-Wide Coordination*, examines six such efforts in Alameda County, CA; Boston; Chicago; Dallas; Los Angeles County; and New York City.

The report, commissioned by Wallace, identifies common strategies in these sites. Nearly all conducted audits to assess the state of arts education in schools and the community. Most set a goal of access for all within the school day. Strategic planning was a key feature in nearly every site. Most also developed innovative funding strategies, including pooled funding for arts learning by groups of arts organizations. All of the sites either had or were attempting to get a senior, full-time coordinator within the school system to advocate for the arts and secure its place in the curriculum. All six sites were also providing professional development to teachers and artists. And each site had advocacy efforts aimed both locally at school officials and OST coordinators, and at state policymakers.

While RAND finds encouraging progress at a number of these sites in expanding access to arts learning opportunities – including Dallas – the report also underscores the fragility of these collaborative approaches, which are vulnerable to leadership turnover, lack of resources, and policies prioritizing subjects other than the arts during school.

Look for the report on Wallace's website at [www.wallacefoundation.org](http://www.wallacefoundation.org).



## A considerable body of research suggests that early participation is key to developing life-long engagement in the arts.

attracts more than 30,000 Bay Area audience members annually, will use various technologies to better engage young adults. The center will build audiences of young Asian adults for the film festival by establishing online communities to generate conversation and attract wider interest in its film festival. It will also work with leading artists and community members to create a video for their lobby and online use that displays art depicting the Asian-American experience.

### ARTS FOR YOUNG PEOPLE

We added this second dimension to our strategy in 2004 because of a considerable body of research that suggests that early participation is key to developing life-long engagement in the arts.<sup>5</sup> We adopted a city-based approach because we believed that we could reach many more children, especially the disadvantaged, both in and out of school. Still, everything we have learned to date confirms how very difficult it is to make the necessary connections to put high quality arts learning opportunities within and beyond the school day. Arts education continues to struggle for attention and resources in both schools and arts organizations. Planning and sustaining the necessary broad-based leadership are also significant challenges.

The potential and challenges of this coordinated approach to arts education in six urban areas, including Dallas, have been documented in a new RAND report commissioned by Wallace, *Revitalizing Arts Education Through Community-Wide Coordination*. (see text box, p.16)

Dallas had already established a solid history of commitment to arts education prior to our grant. Led by Big Thought, a nonprofit organization that is the largest provider of high-quality arts learning services in the Southwest, the city has made significant further progress with Wallace's support. In the first full year of implementation, DALI has:

- Improved arts learning in schools. The number of elementary arts specialists has more than doubled to 207 since Wallace's support began, bucking a powerful national tide of arts cutbacks in many school systems. Eighty-five percent of the city's need for arts specialists has now been met and the city's elementary schools have added two 45-minute periods per week of arts instruction.
- Improved and aligned non-school arts learning. DALI began a summer arts program in 2007 for the first time,

servicing more than 1,700 children. An additional step toward creating stronger coordination between school and non-school arts learning opportunities was the creation of a new city position, Executive Director of Enrichment, with authority over school arts instruction, extracurricular school-based programs, as well as out-of-school time arts programs the district operates.

- Attracted public and private support for sustainability. The school district has provided \$865,000 to DALI and the city government has added \$950,000 for out-of-school time arts learning. Other sources of funding for this initiative have included the U.S. Department of Education, \$1.1 million; and the Simmons Foundation and Bank of America, \$1 million each.

The city-based approach to enhancing arts learning remains highly unusual. But there are growing signs of receptivity and interest in other cities beyond Dallas. Big Thought has made at least a dozen presentations to interested organizations around the country. Two cities, St. Louis and Portland, OR, have engaged Big Thought to help them develop plans for improving arts learning based on Dallas's approach. In addition, the National Endowment for the Arts is launching an effort in 2008 to identify states that have demonstrated serious interest in improving arts education and to provide them with the best thinking of practitioners and experts in the field. ■

### ENDNOTES

<sup>1</sup> Harvard's 2006 cohort was Kentucky and Ohio and its 2007 cohort is Massachusetts and Oregon. University of Virginia's 2006 cohort was Delaware and Indiana and its 2007 cohort is Georgia and New Mexico. Two more states will be selected later this year for each of the two universities to begin the program in the summer of 2008.

<sup>2</sup> Among the Wallace sites profiled in the report as having exemplary pre-service or in-service training programs are: the Principal's Institute at Bank Street College of Education; the former Region 1, New York City; Jefferson County Public Schools; Hartford; and the University of Connecticut.

<sup>3</sup> The Wallace Excellence Awards is an outgrowth of a predecessor Wallace initiative that also provided direct support to arts organizations to build participation. Leadership and Excellence in Arts Participation (LEAP). Between 1999 and 2006, Wallace invested nearly \$44 million in direct grants to 60 organizations in different regions of the country. As a result, museums, performing arts organizations, literary groups and community arts centers developed and tested a range of strategies to bring the arts to more people, pioneering changes in everything from programming to innovative ticket pricing and methods of engaging young people.

<sup>4</sup> The Boston Foundation is the coordinating agency in Boston; in Chicago, the coordinating agency is the Chicago Community Trust.

<sup>5</sup> See especially Kevin McCarthy et al., *Gifts of the Muse*, RAND, 2005, xviii; available for downloading at [www.wallacefoundation.org](http://www.wallacefoundation.org)





*A dance class for teens at the New Jersey Performing Arts Center, one of 57 arts organizations that have received Wallace Excellence Awards since the program began in 2004.*

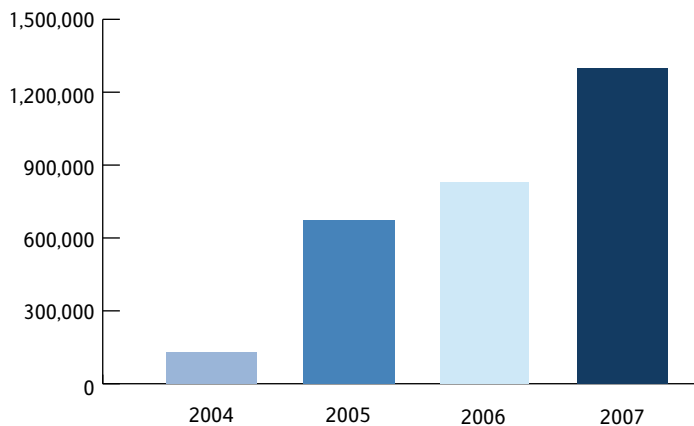
**PUBLIC  
OUTREACH**

A constant challenge for an organization like ours that aspires to making beneficial change through the power of knowledge is getting ideas heard in an ever-more crowded marketplace. While that challenge is greater than ever, the means to address it have never been more varied. We make increasing use of publications (see *Publication Highlights*), our website, speaking engagements and other personal contacts, partnerships with organizations with wide reach to key audiences, and outreach to the media. Here are highlights of those efforts in 2007.

Wallace’s website has grown dramatically as a means of sharing what we’re learning. Annual visits to wallacefoundation.org have grown tenfold over the last four years to 1.3 million, and were up by 60 percent in the last year alone. Downloads of Wallace-commissioned or produced knowledge products also grew year-to-year by about 60 percent, a sign of our growing reputation as a credible and useful source of ideas in our three focus areas.

In 2007 we were ranked no. 1 on Google for the search terms “arts participation” out of 3.3 million sites listed, no. 2 for the terms “education leadership” out of 5.8 million sites listed, and no. 9 for the search terms “out-of-school time” out of 44.9 million sites listed.

**WEBSITE VISIT TREND**



Even in a digital age, person-to-person contact plays a valuable role in getting people to consider new ideas. We seek out opportunities to address key audiences at dozens of gatherings each year, often in partnership with professional associations where practitioners and policymakers gather. Wallace staff had 58 such speaking engagements in 2007 before key meetings of organizations including, for example: the National Conference of State Legislatures’ and the Council of Chief State School Officers unveiling new research on what it takes to train effective school leaders; the National Afterschool Association on how entire cities are approaching the challenge of improving out-of-school

time learning; the American Symphony Orchestra League on the need to build appreciation and demand for the arts; the Center for Effective Philanthropy on how to measure foundation effectiveness using data; and the Delaware Valley Grantmakers on the role of communications in philanthropy.

An independent survey of attendees at a sample of these events by the Academy for Educational Development found that 85 percent of those attending gave Wallace a rating of 4 or 5 on a 1-5 scale as “a source of effective ideas” on the topic. And a 2007 grantee perception survey by the Center for Effective Philanthropy (CEP) found that our grantees gave Wallace top ratings on advancing knowledge in their fields and on the effect of the ideas we are sharing on public policy. A case study by CEP of Wallace’s response to the less favorable findings of the grantee perception survey will be published later in 2008.

The ultimate measure of the effectiveness of our outreach work is the extent to which the ideas we are sharing are penetrating the thinking and behavior of non-grantee institutions and their leaders. One indicator of this impact is that Wallace-commissioned publications were cited 1,084 times in scholarly publications and policy reports between 2000 and 2007. An example in 2007 was *Beyond NCLB*, a report by The Commission on No Child Left Behind that recommended the law be expanded to include a focus on improving leadership, based on Wallace-commissioned research on the important role leadership plays in improving student achievement.

In the coming year, we plan to develop additional Wallace reports that synthesize lessons from our work, and to broadly share those lessons with the help of our partnerships with such organizations as the National League of Cities, the National Conference of State Legislatures, the Council of Chief State School Officers, the National Governors Association and the National Association of State Boards of Education. ■

# NEW PUBLICATIONS IN WALLACE'S KNOWLEDGE CENTER

[www.wallacefoundation.org](http://www.wallacefoundation.org)

## WALLACE REPORTS (to download click on the titles)

### **EDUCATION LEADERSHIP: A BRIDGE TO SCHOOL REFORM**

The Wallace Foundation. This special report on Wallace's 2007 national education conference includes comments by Linda Darling-Hammond, Kati Haycock, Richard Colvin and Wallace President M. Christine DeVita on the critical importance of school leadership, and how states and districts are improving it.

### **GETTING PRINCIPAL MENTORING RIGHT: LESSONS FROM THE FIELD**

The Wallace Foundation. With more states and districts than ever enacting principal mentoring, a close-up look by Wallace analyzes the common strengths and shortcomings of these new programs and offers guidelines on how they might be improved.

## COMMISSIONED REPORTS

### **PREPARING SCHOOL LEADERS FOR A CHANGING WORLD: LESSONS FOR EXEMPLARY LEADERSHIP DEVELOPMENT PROGRAMS**

Stanford University, The Finance Project. A major new report provides case studies and practical guidelines for district and state policymakers to help reinvent how principals are prepared for their jobs.

### **SREB LEADERSHIP CURRICULUM MODULES: ENGAGING LEADERS IN SOLVING REAL SCHOOL PROBLEMS**

Southern Regional Education Board. This guide catalogues 17 innovative training modules developed by SREB with Wallace's support to help universities, state academies and districts to redesign their school leadership preparation programs around the goal of improving instruction and student achievement.

### **LEADING, LEARNING AND LEADERSHIP SUPPORT: OVERVIEW**

Center for the Study of Teaching and Policy, University of Washington. An overview with six accompanying "State of the Field Reports" covering a range of leadership issues, including: data-informed leadership; resource allocation; redefining leadership roles; leadership assessment; improving governance; and high school transformation.

### **GOOD PRINCIPALS AREN'T BORN –THEY'RE MENTORED: ARE WE INVESTING ENOUGH TO GET THE SCHOOL LEADERS WE NEED?**

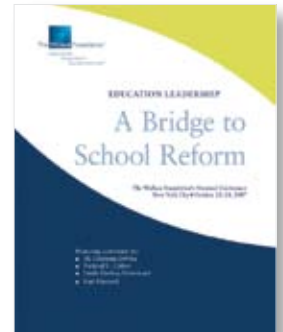
Southern Regional Education Board. SREB analyzes the "sad state" of many aspiring principal mentoring programs and proposes a range of actions by universities and districts to address common weaknesses.

### **ASSESSING LEARNING-CENTERED LEADERSHIP: CONNECTIONS TO RESEARCH, PROFESSIONAL STANDARDS, AND CURRENT PRACTICE**

Learning Sciences Institute, Vanderbilt University. This report and two companion documents preview the basics of a new learning-centered principal assessment system that will allow districts to evaluate how school leaders' on-the-job behaviors add value to student achievement.

### **A MISSION OF THE HEART: WHAT DOES IT TAKE TO TRANSFORM A SCHOOL?**

Public Agenda. What do principals need to know and be able to do to turn around failing schools? How do we find such leaders and then sustain and support them? For answers, Public Agenda interviewed principals in high needs schools as well as superintendents who work with them.



## OTHER PUBLICATIONS OF CONTINUING INTEREST

### **CREATING PUBLIC VALUE THROUGH STATE ARTS AGENCIES**

Arts Midwest, 2005, 128pp.

### **GIFTS OF THE MUSE: REFRAMING THE DEBATE ABOUT THE BENEFITS OF THE ARTS**

RAND Corporation, 2005, 104pp.

### **SERVICES TO PEOPLE: HOW MUSEUMS CAN BECOME MORE VISITOR-CENTERED**

The Wallace Foundation, 2001

### **THE ARTS AND STATE GOVERNMENTS: AT ARM'S LENGTH OR ARM IN ARM?**

RAND Corporation, 2006, 68pp.

### **A NEW FRAMEWORK FOR BUILDING PARTICIPATION IN THE ARTS**

RAND Corporation, 2001, 112pp.

### **GETTING STARTED WITH MARKET RESEARCH FOR OUT-OF-SCHOOL TIME PLANNING: A RESOURCE GUIDE FOR COMMUNITIES**

Market Street Research, 2006, 36pp.

### **MAKING OUT-OF-SCHOOL TIME MATTER: EVIDENCE FOR AN ACTION AGENDA**

RAND Corporation, 2005, 127pp.

### **THE COSTS OF OUT-OF-SCHOOL TIME PROGRAMS: A REVIEW OF THE AVAILABLE EVIDENCE**

The Finance Project, Public/Private Ventures, 2006, 25pp.

### **ALL WORK AND NO PLAY? LISTENING TO WHAT KIDS AND PARENTS REALLY WANT FROM OUT-OF-SCHOOL TIME**

Public Agenda, 2004, 55pp.

### **URBAN PARKS AS PARTNERS IN YOUTH DEVELOPMENT**

Urban Institute, 2004, 8pp.

### **HOW LEADERSHIP INFLUENCES STUDENT LEARNING**

Center for Applied Research and Educational Improvement, and Ontario Institute for Studies in Education, 2004, 87pp.

### **SCHOOLS CAN'T WAIT: ACCELERATING THE REDESIGN OF UNIVERSITY PRINCIPAL PREPARATION PROGRAMS**

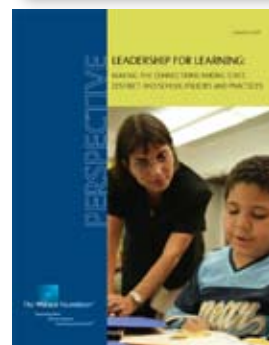
Southern Regional Education Board, 2006, 96pp.

### **LEADERSHIP FOR LEARNING: MAKING THE CONNECTIONS AMONG STATE, DISTRICT AND SCHOOL POLICIES AND PRACTICES**

The Wallace Foundation, 16pp.

### **DEVELOPING SUCCESSFUL PRINCIPALS: REVIEW OF RESEARCH**

Stanford University, 2005, 27pp.

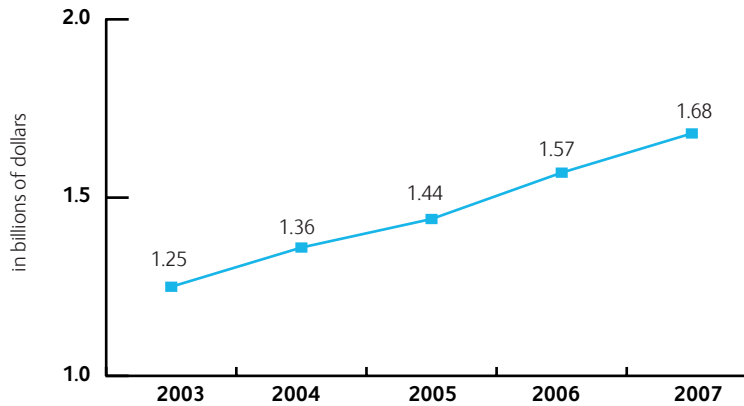




# FINANCIAL OVERVIEW

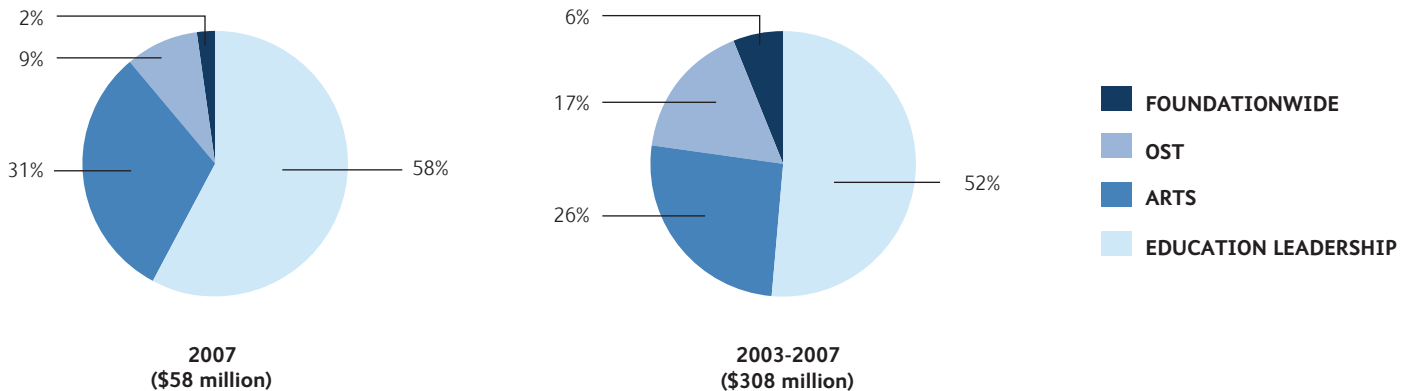
## INVESTMENT ASSETS

The Wallace Foundation's portfolio totaled \$1.684 billion as of December 31, 2007, which represented an increase of \$106 million compared to the prior year. The portfolio also provided \$82 million for grants and expenses during 2007.



## RESOURCE ALLOCATION OF GRANTS AND RELATED EXPENSES

Grant allocations in 2007 among our three focus areas and our foundationwide investments totaled \$58 million, compared with \$79 million in 2006. These figures represent new grant approvals each year, not what is paid out, and allocations vary year-to-year depending on whether we are maintaining an existing program, or planning or implementing a new one. Year-to-year fluctuations can also be exaggerated because we tend to make large, multi-year grants to further our change strategies. While overall allocations in education and arts were relatively stable in 2007, most of the current decline occurred in our Out-of-School Time Learning (OST) allocations: in 2006, we made \$24 million in multi-year grants to three sites to implement OST plans. "Foundationwide" grants also declined year-to-year, reflecting two large opportunistic grant allocations totaling \$4.3 million in 2006: to National Public Radio to support coverage of arts, education and OST issues; and to the Houston Katrina/Rita Fund to provide support to children displaced by the hurricanes.





# PROGRAM EXPENDITURES & COMMITMENTS

The following tables describe and list the expenditures and commitments made in 2007 to advance Wallace’s work in its three focus areas of education leadership, out-of-school time learning and building appreciation and demand for the arts. In each of these areas, our approach and expenditures are grouped under two main strategic categories: Develop Innovation Sites, and Develop and Share Knowledge.

- **DEVELOP INNOVATION SITES** — We invest in, and work closely with, selected sites to help them plan and test out new approaches to addressing the change goals to which we have mutually agreed. These sites can provide us and the broader field with insights into what ideas are or are not effective and what conditions support or impede progress.
- **DEVELOP AND SHARE KNOWLEDGE** — In concert with our innovation site work, we develop and spread lessons that can improve practice and policy using research and a range of communications strategies. These activities both enhance the work in our funded sites and hold the potential to expand opportunities for people and institutions nationwide.



Our goal is to develop, test and share useful approaches for improving the training of education leaders and the conditions that support their ability to significantly lift student achievement across entire districts and states, especially in high-needs schools. To achieve broad impact, we also commission relevant research and share useful policies, practices and lessons within and among our grantee states and districts, and nationwide.

## 1. DEVELOP INNOVATION SITES

In 2007, we decided to differentiate our funding to innovation sites so that the largest share of our resources goes to states and districts making the most progress. Our funding now falls under three categories:

1. “Cohesive Leadership System” Sites – consolidated state-district grants to those making the most progress towards connecting state and district policies affecting leadership standards, training and conditions;
2. “Aligned System of Leader Training” Sites – grants to states or districts that have made significant progress in creating a high-quality leadership development system; and
3. “Leadership Network” Sites – enabling the remaining states and districts to stay connected to the leadership improvement work supported by Wallace.

In 2007, this three-level funding differentiation applied only to the original states and districts in our initiative since 2001. In 2008 we will apply the same criteria to the nine “Phase Two” states that began receiving Wallace funding in 2004.

Organization / IRS name, if different (City, State)	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>“COHESIVE LEADERSHIP SYSTEM” SITES (GROUPED BY STATE):</b>			
<b>DELAWARE</b>			
<b>DELAWARE DEPARTMENT OF EDUCATION</b> (Dover, DE)	1,500,000	1,500,000	–
<b>GEORGIA</b>			
<b>UNIVERSITY SYSTEM OF GEORGIA FOUNDATION, INC.</b> (Atlanta, GA)	1,900,000	1,900,000	–
<b>ATLANTA PUBLIC SCHOOLS</b> / Atlanta Independent School System (Atlanta, GA)	–	500,000	–

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>ILLINOIS</b>			
<b>THE BOARD OF TRUSTEES OF ILLINOIS STATE UNIVERSITY</b> / Illinois State University (Normal, IL)	2,000,000	2,000,000	–
<b>SPRINGFIELD SCHOOL DISTRICT 186 (SPRINGFIELD, IL)</b>	–	500,000	–
<b>IOWA</b>			
<b>IOWA DEPARTMENT OF EDUCATION</b> (Des Moines, IA)	1,300,000	1,300,000	–
<b>KENTUCKY</b>			
<b>JEFFERSON COUNTY PUBLIC SCHOOLS</b> (Louisville, KY)	1,900,000	1,900,000	–
<b>MASSACHUSETTS</b>			
<b>MASSACHUSETTS DEPARTMENT OF EDUCATION</b> (Malden, MA)	2,000,000	2,350,000	–
<b>SPRINGFIELD PUBLIC SCHOOLS</b> / Springfield School Volunteers, Inc. (Springfield, MA)	–	500,000	–
<b>"ALIGNED SYSTEM OF LEADER TRAINING" SITES</b>			
<b>INDIANA</b>			
<b>FORT WAYNE COMMUNITY SCHOOLS</b> (Fort Wayne, IN)	750,000	1,250,000	–
<b>MISSOURI</b>			
<b>MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION</b> (Jefferson City, MO)	1,000,000	1,000,000	–
<b>ST. LOUIS PUBLIC SCHOOLS</b> (St. Louis, MO)	–	500,000	–
<b>OREGON</b>			
<b>OREGON DEPARTMENT OF EDUCATION</b> (Salem, OR)	1,000,000	1,000,000	–
<b>EUGENE SCHOOL DISTRICT 4J</b> / Lane County School District 4J (Eugene, OR)	–	500,000	–
<b>RHODE ISLAND</b>			
<b>PROVIDENCE SCHOOL DEPARTMENT</b> / Providence School Department and The Education Partnership (Providence, RI)	550,000	1,050,000	–
<b>"LEADERSHIP NETWORK" SITES:</b>			
<b>ALABAMA</b>			
<b>STATE OF ALABAMA DEPARTMENT OF EDUCATION</b> (Montgomery, AL)	75,000	75,000	–
<b>CONNECTICUT</b>			
<b>CONNECTICUT STATE DEPARTMENT OF EDUCATION</b> (Hartford, CT)	75,000	75,000	–
<b>HARTFORD PUBLIC SCHOOLS</b> / Hartford Board of Education (Hartford, CT)	75,000	450,000	–
<b>INDIANA</b>			
<b>INDIANA DEPARTMENT OF EDUCATION</b> (Indianapolis, IN)	75,000	75,000	–
<b>MISSISSIPPI</b>			
<b>STATE OF MISSISSIPPI DEPARTMENT OF EDUCATION</b> (Jackson, MS)	75,000	75,000	–
<b>NEW JERSEY</b>			
<b>NEW JERSEY DEPARTMENT OF EDUCATION</b> (Trenton, NJ)	75,000	75,000	–
<b>TRENTON PUBLIC SCHOOLS</b> / Trenton Board of Education (Trenton, NJ)	–	360,000	–
<b>RHODE ISLAND</b>			
<b>RHODE ISLAND STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION</b> (Providence, RI)	75,000	75,000	–
<b>VIRGINIA</b>			
<b>VIRGINIA DEPARTMENT OF EDUCATION</b> (Richmond, VA)	75,000	75,000	–
<b>FAIRFAX COUNTY PUBLIC SCHOOLS</b> (Fairfax, VA)	75,000	575,000	–

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>"PHASE TWO" SITES</b>			
<b>ARIZONA</b>			
<b>STATE OF ARIZONA DEPARTMENT OF EDUCATION</b> / Arizona Department of Education (Phoenix, AZ)	600,000	1,200,000	–
<b>KANSAS</b>			
<b>STATE OF KANSAS DEPARTMENT OF EDUCATION</b> (Topeka, KS)	225,000	435,000	–
<b>LOUISIANA</b>			
<b>STATE OF LOUISIANA GOVERNOR'S EDUCATION OFFICE</b> / State of Louisiana Division of Administration (Baton Rouge, LA)	1,200,000	1,800,000	–
<b>MICHIGAN</b>			
<b>WESTERN MICHIGAN UNIVERSITY</b> (Kalamazoo, MI)	225,000	435,000	–
<b>NEW MEXICO</b>			
<b>STATE OF NEW MEXICO DEPARTMENT OF FINANCE AND ADMINISTRATION</b> (Santa Fe, NM)	1,200,000	1,200,000	–
<b>NEW YORK</b>			
<b>THE UNIVERSITY OF THE STATE OF NEW YORK</b> (Albany, NY)	600,000	600,000	–
<b>THE NEW YORK CITY LEADERSHIP ACADEMY, INC.</b> (New York, NY)	3,500,000	3,500,000	–
<b>OHIO</b>			
<b>OHIO DEPARTMENT OF EDUCATION</b> (Columbus, OH)	600,000	600,000	–
<b>TEXAS</b>			
<b>COMMUNITIES FOUNDATION OF TEXAS</b> / (Dallas, TX)	300,000	300,000	–
<b>WISCONSIN</b>			
<b>STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION</b> (Madison, WI)	225,000	435,000	–

PARTNER ORGANIZATIONS — The following four organizations will continue to assist our strongest sites in their work, but will put the majority of their emphasis on sharing lessons about leadership improvement with their members.

<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> / (Washington, DC)	250,000	250,000	–
<b>NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION</b> (Alexandria, VA)	225,000	225,000	–
<b>NATIONAL CONFERENCE OF STATE LEGISLATURES</b> (Denver, CO)	225,000	225,000	–
<b>NATIONAL GOVERNORS' ASSOCIATION CENTER FOR BEST PRACTICES</b> (Washington, DC)	175,000	175,000	–

The following two organizations will continue to offer a range of other assistance to sites:

<b>ACADEMY FOR EDUCATIONAL DEVELOPMENT, INC.</b> (Washington, DC) – A renewal grant to further develop its tool to assist sites to address the conditions of leaders and provide direct assistance to a select number of sites to do so.	400,000	400,000	–
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Newton, MA) – A renewal grant to strengthen the instrument used to assess the quality of our sites' leader training programs, assist selected sites in improving their leader training programs and contribute expertise to Wallace's Leadership Issue Groups. Funding also includes an additional \$750,000 over three years to continue to manage and improve the Wallace Education Leadership Action Network (ELAN) website, an interactive information exchange arm of <a href="http://www.wallacefoundation.org">www.wallacefoundation.org</a> focused exclusively on the education leadership initiative.	2,100,000	700,000	1,400,000

EXECUTIVE LEADERSHIP PROGRAM FOR EDUCATORS — This initiative seeks to address the scarcity of high-quality training opportunities for senior state and district leaders and their teams whose decisions affect who can become a principal and the working conditions of school leaders. With these investments, Wallace can also improve the work and the coordination of our state-district sites by providing senior leaders with the necessary training to increase their ability to lead significant change. The following two universities received support:

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>HARVARD UNIVERSITY</b> / President and Fellows of Harvard College (Cambridge, MA)	–	2,000,000	1,000,000
<b>UNIVERSITY OF VIRGINIA</b> (Charlottesville, VA)	–	2,000,000	1,000,000

## 2. DEVELOP AND SHARE KNOWLEDGE

These investments are designed to reinforce the state-district work by developing a knowledge base and by raising awareness of the lessons being learned through our site-based work and research efforts.

<b>DEVELOP A KNOWLEDGE BASE</b>			
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Newton, MA) – To evaluate Wallace-funded districts’ efforts to use their power as consumers to influence universities’ leadership training programs so that they are of higher quality and are more responsive to district needs and conditions.	1,200,000	–	1,200,000
<b>RAND CORPORATION</b> (Santa Monica, CA) – To evaluate Wallace-funded states’ and districts’ development of a cohesive leadership system and to analyze the accomplishments and limitations of what states can do to strengthen school leadership.	1,900,000	–	1,900,000
<b>UNIVERSITY OF MINNESOTA</b> / Regents of the University of Minnesota (Minneapolis, MN) – To gather and publish evidence of what leadership activities matter most for teaching and learning, and how and why those practices result in instructional improvement in some contexts and not others.	–	–	250,000
<b>VANDERBILT UNIVERSITY</b> (Nashville, TN) – To develop a set of instruments to assess the effectiveness of leadership and emphasize its role in improving student achievement.	–	400,000	–
<b>RAISE AWARENESS THROUGH PUBLIC ENGAGEMENT</b>			
<b>EDUCATION WEEK</b> / Editorial Projects in Education, Inc. (Bethesda, MD) – To support a second three-year period of a series of news and feature articles focusing on education leadership. <i>Education Week</i> editors will also produce annual research-based reports and launch an e-newsletter devoted to leadership issues.	–	–	500,000
<b>SCHOOL LEADERSHIP DOCUMENTARY FILM PROJECT</b> — The following three filmmakers were given planning grants to prepare treatments and related outreach following a two-phased competitive process. The winning filmmaker, Ethno Pictures, was awarded a full implementation grant to complete the project whose goal is to build broader public appreciation and understanding of the vital role that principals play in lifting the achievement of all students.			
<b>ETHNO PICTURES, NFP</b> (Chicago, IL) – Planning and implementation grants	1,510,000	1,510,000	–
<b>KARTEMQUIN EDUCATIONAL FILMS</b> (Chicago, IL) – Planning grant	10,000	10,000	–
<b>STONE LANTERN FILMS, INC.</b> (Chevy Chase, MD) – Planning grant	10,000	10,000	–
<b>LEARNING MATTERS, INC.</b> (New York, NY) – To support 7-10 reports on The NewsHour with Jim Lehrer on PBS covering the efforts by school leaders in New Orleans and Washington, DC to improve their school systems.	325,000	325,000	–
<b>STANFORD UNIVERSITY</b> / The Board of Trustees of the Leland Stanford Junior University (Stanford, CA) – To support Linda Darling-Hammond’s speaking engagements related to the dissemination and presentation of the results of the Wallace-commissioned Stanford study <i>Preparing School Leaders for a Changing World</i> .	20,000	20,000	–
<b>OTHER RELATED EXPENSES</b> – National conference, other meetings and publication expenses	718,841	718,841	–



**OUT-OF-SCHOOL TIME LEARNING**

Our goal is to help selected cities develop and test ways that they can plan and implement sustainable systems that increase overall participation in high-quality out-of-school time (OST) programs so that children and youth, especially those with the highest needs, attend often enough to gain developmental benefits. We will then spread the lessons to other cities.

**1. DEVELOP INNOVATION SITES**

We are supporting efforts in five cities – Boston, Chicago, New York City, Providence and Washington, D.C. – to develop and test coordinated, citywide approaches to increasing participation in high-quality out-of-school time learning opportunities. The following organizations received funding to manage and promote this work within each city:

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>AFTER SCHOOL MATTERS</b> (Chicago, IL) – Working collaboratively with Chicago’s Department of Children & Youth Services, the goal is to increase access to high-quality OST paid apprenticeships and other services for high school students and to track participation.	–	2,250,000	3,000,000
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston, MA) – To implement a pilot initiative called Partners for Student Success, an unprecedented collaboration between the city’s out-of-school time service providers and the Boston public schools that seeks to assist struggling public elementary school students with enrichment activities and academic help.	–	1,270,000	4,230,000
<b>DC CHILDREN AND YOUTH INVESTMENT TRUST CORPORATION</b> (Washington, DC) – To lead a citywide effort, in partnership with the DC Public Schools, to build a more effective approach to serving the needs of middle school youth beyond the school day.	–	4,000,000	3,000,000
<b>THE MAYOR’S FUND TO ADVANCE NEW YORK CITY</b> (New York, NY) – To implement the city’s out-of-school time business plan created with Wallace support to build a coherent system that provides more opportunities for children of all age groups to participate in high-quality out-of-school learning programs.	–	4,000,000	3,296,150
<b>PROVIDENCE AFTER SCHOOL ALLIANCE</b> (Providence, RI) – To continue to create and coordinate a neighborhood-based system that substantially increases participation citywide in high-quality out-of-school time learning opportunities, particularly for middle school youth. In 2007, the public-private Alliance became an independent 501c-3 nonprofit organization. In prior years, Wallace funding was directed to the Education Partnership, Inc., which helped incubate the Alliance since its founding in 2004.	–	1,000,000	1,000,000

**2. DEVELOP AND SHARE KNOWLEDGE**

The first two organizations listed below received funding to collaborate on a comprehensive study of the costs of high-quality out-of-school time programs to be published in 2008:

<b>DEVELOP A KNOWLEDGE BASE</b>			
<b>THE FINANCE PROJECT</b> / The Finance Project Toward Improved Methods of Financing Education and Other Children’s Services, Inc. (Washington, DC)	208,000	208,000	–
<b>PUBLIC/PRIVATE VENTURES</b> (Philadelphia, PA)	332,000	332,000	–
<b>HARVARD UNIVERSITY</b> / President and Fellows of Harvard College (Cambridge, MA) – To conduct a study to determine the most effective methods for building and maintaining OST participation by middle and high school youth.	850,000	–	850,000
<b>NORTHWESTERN UNIVERSITY</b> (Evanston, IL) – To conduct an evaluation of Chicago’s After School Matters OST apprenticeship program.	150,000	150,000	–
<b>PUBLIC/PRIVATE VENTURES</b> (Philadelphia, PA) – To conduct an evaluation of Providence’s OST “AfterZone” neighborhood service delivery model developed by the Providence After School Alliance.	750,000	450,000	300,000
<b>RAND CORPORATION</b> (Santa Monica, CA) – To assess OST system building in the five cities in Wallace’s initiative, describing and analyzing progress on key system issues, including: monitoring and managing program quality and attendance; managing costs; program capacity; and building citywide communication.	1,590,000	–	1,590,000

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>RAISE AWARENESS THROUGH PUBLIC ENGAGEMENT</b>			
<b>NATIONAL LEAGUE OF CITIES INSTITUTE</b> (Washington, DC) – To implement a multi-year strategy that disseminates lessons about building effective citywide systems to support out-of-school learning.	1,275,000	625,000	650,000
<b>WASHINGTON REGIONAL ASSOCIATION OF GRANTMAKERS</b> (Washington, DC) – To gather representatives of private and corporate foundations from each of the five cities (Boston, Chicago, Washington, DC, New York and Providence) in which Wallace has multi-year OST investments to discuss funding strategies for local OST systems.	10,000	10,000	–
<b>NATIONAL AFTERSCHOOL ASSOCIATION</b> (Charlestown, MA) – To help the association develop a new strand of member-oriented workshops that focus on community-wide approaches to out-of-school time learning.	5,000	5,000	–
<b>OTHER RELATED EXPENSES</b> – Meetings, consultants	52,874	52,874	–

**BUILDING  
APPRECIATION  
AND DEMAND  
FOR THE ARTS**

Our current arts programs seek to build current and future audiences by making the arts a part of many more people’s lives. Our strategy has two main components: the Wallace Excellence Awards, which works with exemplary arts organizations in selected cities to identify, develop and share effective ideas and practices to reach more people; and Arts for Young People, whose goal is to help selected cities plan and implement coordinated approaches to expanding arts learning opportunities both within and outside of school, and to capture and share lessons that could benefit many other cities.

**1. DEVELOP INNOVATION SITES**

**WALLACE EXCELLENCE AWARDS** — These grants aim to support exemplary arts organizations committed to testing and maintaining effective participation-building practices. An important goal is to help develop a “knowledge portfolio” of effective practices that can benefit many other organizations. We also seek to create “learning networks” in our target cities that can help elevate the visibility of participation-building in those cities and spread the resulting lessons broadly. In 2007, we added two new target cities – Philadelphia and San Francisco – and provided awards to 21 arts organizations in those cities. This brought to 57 the total number of arts organizations receiving awards since the program was launched in 2004. Boston and Chicago were previously named as sites in 2006, the year we changed our strategy to focus exclusively on organizations within specific cities. To facilitate the exchange of effective ideas within the four target cities, we have provided additional grants to four organizations to act as coordinating agents: Boston Foundation; Chicago Community Trust; Philadelphia Foundation; and San Francisco Foundation.

<b>ALONZO KING’S LINES BALLET</b> / Alonzo Kings LINES Ballet San Francisco Dance Center (San Francisco, CA)	275,000	125,000	150,000
<b>ANNENBERG CENTER FOR THE PERFORMING ARTS</b> / Trustees of the University of Pennsylvania (Philadelphia, PA)	750,000	350,000	400,000
<b>ARDEN THEATRE COMPANY</b> (Philadelphia, PA)	425,000	225,000	200,000
<b>BEVERLY ARTS CENTER</b> (Chicago, IL)	30,000	60,000	60,000
<b>BLACK ENSEMBLE THEATER</b> (Chicago, IL)	26,000	81,000	45,000
<b>BOSTON FOUNDATION</b> (Boston, MA)	700,000	450,000	300,000
<b>BOSTON LYRIC OPERA COMPANY</b> (Boston, MA)	–	125,000	150,000
<b>BOSTON SYMPHONY ORCHESTRA, INC.</b> (Boston, MA)	–	25,000	50,000
<b>CENTER FOR ASIAN AMERICAN MEDIA</b> (San Francisco, CA)	514,000	214,000	300,000

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>THE CHAMBER ORCHESTRA OF PHILADELPHIA</b> / Concerto Soloists of Philadelphia (Philadelphia, PA)	692,000	322,000	370,000
<b>CHICAGO COMMUNITY TRUST</b> / The Chicago Community Foundation (Chicago, IL)	700,000	450,000	300,000
<b>THE CHICAGO SINFONIETTA</b> (Chicago, IL)	19,000	84,000	85,000
<b>THE CLAY STUDIO</b> (Philadelphia, PA)	375,000	165,000	210,000
<b>THE CONTEMPORARY JEWISH MUSEUM</b> (San Francisco, CA)	410,000	210,000	200,000
<b>CORPORATION OF THE FINE ARTS MUSEUMS</b> (San Francisco, CA)	750,000	350,000	400,000
<b>FROM THE TOP, INC.</b> (Boston, MA)	14,000	64,000	93,000
<b>GARFIELD PARK CONSERVATORY ALLIANCE</b> (Chicago, IL)	13,000	63,000	125,000
<b>HUNTINGTON THEATRE COMPANY, INC.</b> (Boston, MA)	–	75,000	75,000
<b>HYDE PARK ART CENTER</b> (Chicago, IL)	24,000	89,000	55,000
<b>THE INSTITUTE OF CONTEMPORARY ART</b> (Boston, MA))	–	50,000	50,000
<b>ISABELLA STEWART GARDNER MUSEUM, INC.</b> (Boston, MA)	–	50,000	125,000
<b>MERIT SCHOOL OF MUSIC</b> (Chicago, IL)	–	50,000	100,000
<b>MUSEUM OF FINE ARTS, BOSTON</b> (Boston, MA)	–	25,000	50,000
<b>MUSIC OF THE BAROQUE</b> (Chicago, IL)	30,000	80,000	25,000
<b>ODC / OBERLIN DANCE COLLECTIVE</b> (San Francisco, CA)	610,000	260,000	350,000
<b>OPERA COMPANY OF PHILADELPHIA</b> (Philadelphia, PA)	750,000	350,000	400,000
<b>THE PHILADELPHIA FOUNDATION</b> (Philadelphia, PA)	1,900,000	900,000	1,000,000
<b>PHILADELPHIA LIVE ARTS FESTIVAL &amp; PHILLY FRINGE / PHILADELPHIA FRINGE FESTIVAL</b> (Philadelphia, PA)	364,000	174,000	190,000
<b>THE PHILADELPHIA ORCHESTRA ASSOCIATION</b> / (Philadelphia, PA)	750,000	350,000	400,000
<b>PHILADELPHIA THEATRE COMPANY</b> (Philadelphia, PA)	410,000	210,000	200,000
<b>SAMUEL S. FLEISHER ART MEMORIAL</b> / (Philadelphia, PA)	320,000	150,000	170,000
<b>SAN FRANCISCO FOUNDATION</b> (San Francisco, CA)	1,470,000	850,000	620,000
<b>SAN FRANCISCO GIRLS CHORUS INC.</b> (San Francisco, CA)	464,000	214,000	250,000
<b>SAN FRANCISCO JAZZ ORGANIZATION (SFJAZZ)</b> (San Francisco, CA)	600,000	350,000	250,000
<b>SAN FRANCISCO MUSEUM OF MODERN ART</b> (San Francisco, CA)	750,000	350,000	400,000
<b>SAN FRANCISCO OPERA / SAN FRANCISCO OPERA ASSOCIATION</b> (San Francisco, CA)	750,000	350,000	400,000
<b>STEPPEWOLF THEATRE COMPANY</b> / (Chicago, IL)	–	50,000	50,000
<b>VICTORY GARDENS THEATER</b> (Chicago, IL)	10,000	60,000	100,000
<b>THE WILMA THEATER</b> / (Philadelphia, PA)	480,000	230,000	250,000
<b>WORLD ARTS WEST</b> (San Francisco, CA)	464,000	214,000	250,000
<b>YERBA BUENA CENTER FOR THE ARTS</b> (San Francisco, CA)	750,000	350,000	400,000
<b>OTHER RELATED EXPENSES</b> – Technical assistance to grantees for participation data-gathering	725,000	725,000	–

ARTS FOR YOUNG PEOPLE — To help build future audiences, we are working with schools, arts institutions, community organizations, policymakers and funders in selected cities to provide more opportunities for arts learning citywide. At present, Dallas is the sole site for this initiative, having developed strong plans for implementation and having met early tests for likely success including: an actively involved school district, the presence and active commitment of providers of high-quality arts education, and an organization capable of bringing together the school districts and the arts organizations so that the needs of many more young people are met.

	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>BIG THOUGHT</b> (Dallas, TX) – To support The Dallas Arts Learning Initiative, which will raise the quality and access of arts learning for all Dallas youth in and out of school, by coordinating and strengthening providers, communicating opportunities and reducing barriers.	–	3,000,000	4,500,000
<b>EMCARTS INC.</b> (New York, NY) – To provide a range of support for Wallace staff, Big Thought in Dallas and the New York City Department of Education's Office of Arts and Special Projects, including: conducting research on possible sites; designing and facilitating planning activities; convening representatives of key local arts education organizations across the two cities; serving as the hub of communications within and beyond the program participants; documenting the planning process and the results; and assisting with continued strategy development.	–	80,000	–

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>PROJECT ZERO</b> / President and Fellows of Harvard College (Cambridge, MA) – To publish a report synthesizing knowledge on high-quality arts learning over children's school-age years with practical guidance on implementation.	–	50,000	–
<b>RAND CORPORATION</b> (Santa Monica, CA) – To produce a study on how local systems of arts education can deliver high-quality arts learning opportunities.	–	100,000	–
<b>OTHER RELATED EXPENSES</b> – Meeting expenses, conference sponsorships, consultants	127,736	127,736	–

## FOUNDATION- WIDE GRANTS

### SERVICES TO THE FIELD

<b>BOARDSOURCE</b> (Washington, DC) – To support this major resource organization that provides practical governance information, tools and best practices, training and leadership development for board members of nonprofit organizations worldwide.	25,000	25,000	–
<b>BUSINESS-HIGHER EDUCATION FORUM</b> (Washington, DC) – To support this membership organization of leaders from American businesses, colleges and universities, museums and foundations.	25,000	25,000	–
<b>THE CENTER FOR EFFECTIVE PHILANTHROPY</b> (Cambridge, MA) – To conduct a grantee perception survey and benchmark Wallace's performance against other foundations.	37,500	37,500	–
<b>THE COMMUNICATIONS NETWORK</b> (Silver Spring, MD) – To support this nonprofit membership organization whose mission is to improve the effectiveness and accountability of foundations by promoting and strengthening the strategic practice of communications in philanthropy.	10,000	10,000	–
<b>COUNCIL ON FOUNDATIONS INC.</b> (Washington, DC) – To support this national nonprofit membership organization for grantmakers.	49,500	49,500	–



	APPROVED 2007	PAID 2007	FUTURE PAYMENTS
<b>THE FOUNDATION CENTER</b> (New York, NY) – To support the center’s new research institute and provide funds for a new public outreach initiative, as part of its 50th anniversary campaign strategy.	–	500,000	1,000,000
<b>THE FOUNDATION CENTER</b> (New York, NY) – To support this national clearinghouse for information on private grantmaking.	100,000	100,000	–
<b>GRANTMAKERS FOR CHILDREN, YOUTH &amp; FAMILIES</b> (Silver Spring, MD) – To support this national membership organization for grantmaking foundations for children, youth and families.	21,500	21,500	–
<b>GRANTMAKERS FOR EDUCATION</b> (Portland, OR) – To support this membership organization for private and public grantmakers that support early childhood, K-12 and higher education, and to support the GFE-Harvard Education Grantmakers Institute in May 2007.	50,000	50,000	–
<b>GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS</b> (Washington, DC) – To support this national membership organization that is dedicated to promoting learning and encouraging dialogue among funders committed to building strong and effective nonprofit organizations.	42,000	42,000	–
<b>GRANTMAKERS IN THE ARTS</b> (Seattle, WA) – To support this nonprofit membership organization that brings together staff and trustees of private and corporate foundations to discuss issues of mutual concern, share information and exchange ideas about programs in the arts and cultural field.	24,000	24,000	–
<b>GRANTS MANAGERS NETWORK INC.</b> (Metairie, LA) – To support this national membership organization that provides a forum to exchange information about grants management and its relevance to efficient and effective grantmaking.	2,000	2,000	–
<b>INDEPENDENT SECTOR</b> (Washington, DC) – To support this nonprofit coalition of organizations for giving, volunteering and nonprofit initiatives and to support its work with the Senate Finance Committee.	10,000	10,000	–
<b>NEW YORK REGIONAL ASSOCIATION OF GRANTMAKERS, INC.</b> (New York, NY) – To support this association of nonprofit organizations for advancing New York City’s nonprofit sector.	24,400	24,400	–
<b>OMG CENTER FOR COLLABORATIVE LEARNING (PHILADELPHIA, PA)</b> – To support a Learning and Evaluation Action Program (LEAP) Sponsored by the Evaluation Roundtable.	75,000	75,000	–
<b>SPONSORS FOR EDUCATIONAL OPPORTUNITY, INC. (NEW YORK, NY)</b> – To support this mentoring program that provides college undergraduates of color with orientation, training, coaching and substantive internships in the business and philanthropic sectors.	25,000	25,000	–

## ADDITIONAL GRANTS

<b>ACADEMY FOR EDUCATIONAL DEVELOPMENT, INC.</b> (Washington, DC) – To survey a selection of audiences about the effectiveness of Wallace staff speaking engagements.	50,000	50,000	–
<b>CLAREMONT GRADUATE UNIVERSITY</b> (Claremont, CA) – To help fund a day-long workshop at the university in January 2008 designed to explore ideas and share solutions around the theme of ‘what works’ in solving social problems.	25,000	25,000	–
<b>NATIONAL PUBLIC RADIO, INC.</b> (Washington, DC) – To support coverage of arts, education and out-of-school time issues and to continue to broaden awareness of The Wallace Foundation through broadcast acknowledgements.	–	2,200,000	–
<b>MISCELLANEOUS GRANTS</b> – matching gifts and other grants	340,717	336,097	10,460
<b>TOTALS</b>	<b>55,920,068</b>	<b>70,395,448</b>	<b>40,274,610</b>

# FUNDING GUIDELINES & RESTRICTIONS

Our mission is to support and share effective ideas and practices that enable institutions to expand learning and enrichment opportunities for all people. To achieve this, we are focusing exclusively on three major areas:

- Strengthening educational leadership in ways that significantly improve student achievement.
- Helping selected cities make high-quality out-of-school time learning opportunities available to many more children.
- Making the arts a part of many more people's lives by working with arts organizations, schools and other providers of arts education and experience to build both present and future arts audiences.

In each of these areas, our approach is to select and invest in innovation sites willing to test promising new approaches, while commissioning and sharing independent research that could benefit the work in those sites as well as many others that are interested in pursuing similar changes but may never receive our direct funding. The specific strategies we are using in each of these three areas are described elsewhere in this report.

In most cases, we identify and evaluate prospective grantees through the issuance of Requests for Proposals or other careful screening processes. While we believe this approach strengthens the effectiveness of our investments, it also means that unsolicited proposals are rarely funded.

Nevertheless, organizations wishing to send a one- to two-page letter of inquiry (please do not send videotapes or email inquiries) describing the project, the organization, the estimated total for the project and the portion requiring funding should write to:

The Wallace Foundation  
General Management  
5 Penn Plaza, 7th Floor  
New York, NY 10001

The Foundation does not award grants for religious or fraternal organizations, international programs, conferences, historical restoration, health, medical or social service programs, environmental/conservation programs, capital campaigns, emergency funds or deficit financing, private foundations or individuals.

Whether or not your organization receives our funding, we welcome your continued interest in our work. We provide free access to a range of knowledge products containing ideas and practices that you may find useful. Please visit our Knowledge Center and sign up for our newsletter at [www.wallacefoundation.org/WF/userRegistration.htm](http://www.wallacefoundation.org/WF/userRegistration.htm). ■

## ABOUT OUR FOUNDERS

Throughout their professional careers and in later years, DeWitt and Lila Wallace dedicated themselves to improving other people's lives. Giving freely of their time and of the wealth amassed from the magazine they co-founded, *Reader's Digest*, both led lives of service through their support of a range of causes, especially in the arts and education.



Early in life, Lila Bell Acheson, an English teacher-turned-social worker, helped establish a YWCA for industrial workers in Minneapolis. DeWitt Wallace, an avid reader and son of a Greek scholar and college president, worked as a young man in a St. Paul public library and dreamed of publishing a magazine of condensed general-interest articles. Married in 1921, Lila and DeWitt moved to New York City and published the first edition of *Reader's Digest* in January 1922. From an initial circulation of 5,000, the "little magazine" started by the Wallaces quickly caught on, and over time it became the foundation of a worldwide publishing organization. Once their livelihood was secured, they were able to turn to their first love, helping people.

A lover of arts as well as nature, Lila became associated with support for many of the nation's great arts and cultural institutions. Among her many acts of philanthropy, she funded the restoration of the Metropolitan Museum's Great Hall and to this day, the hall has fresh flowers through a fund she established for that purpose. France awarded her

that nation's Legion of Honor for her help in restoring the house and gardens in Giverny where the painter Claude Monet lived.

DeWitt's philanthropic passions lay in supporting education and a range of youth opportunities. Among the many beneficiaries of his giving were Macalester College, where he studied; Outward Bound, a rugged outdoor learning program that he himself participated in at age 88; and the New York Public Library, where, as a beginning editor, he condensed articles by hand. Of his lifelong interest in education, he once said, "America isn't paying sufficient attention to its classrooms ... My father and my grandfather were devoted to education and they each did something that made a difference. But I can do more. I have the good fortune ... to be a wealthy man. So I should be able to make a bigger difference."

Drawing on the original vision of our founders, The Wallace Foundation remains faithful to the words DeWitt wrote at age 17 as his life's goal: "to serve my fellow man." ■

## DIRECTORS & STAFF

### DIRECTORS

Kevin W. Kennedy, Chairman  
M. Christine DeVita, Esq., President  
Lawrence T. Babbio, Jr.  
Candace K. Beinecke, Esq.\*  
W. Don Cornwell  
Augusta S. Kappner  
Susan J. Kropf  
Peter C. Marzio  
Ann S. Moore  
Joseph Shenker

\* joined board January 2008.

### STAFF (AS OF MAY 2008)

#### OFFICE OF THE PRESIDENT

Deborah C. Alexander, Secretary to the President  
Holly Dodge, Grants Administrator and Corporate Secretary

#### ARTS

Daniel Windham, Director  
Rory MacPherson, Senior Officer  
Catherine Fukushima, Officer  
Ariana Helleman, Program Assistant  
Ramona Providence, Administrative Assistant

#### COMMUNITIES

##### (OUT-OF-SCHOOL TIME LEARNING)

Nancy M. Devine, Director  
Sheila Murphy, Senior Officer  
Dara Rose, Officer  
Polly Singh, Program Assistant  
Sharon G. Ramroop, Administrative Assistant

#### EDUCATION

Richard Laine, Director  
Judith Berg, Ed.D., Senior Officer  
Frederick Brown, Senior Officer  
Jody Spiro, Ed.D., Senior Officer  
Ayeola Boothe-Kinlaw, Officer  
Bukola Awobamise, Program Assistant  
Stacey Cedeno, Program Assistant  
Adriana Escobar, Administrative Assistant  
Jamie Wilson Murray, Administrative Assistant

#### COMMUNICATIONS/EDITORIAL SERVICES

Lucas Bernays Held, Director of Communications  
Lee D. Mitgang, Director of Editorial Services  
Pamela Mendels, Senior Writer

Jessica Schwartz, Senior Officer  
Mary R. Trudel, Senior Officer  
Erin Brownfield, Officer  
Leah R. Alexander, Communications Assistant  
Christina Chong, Editorial & Design Assistant  
Reena Geevarghese, Administrative Assistant

#### RESEARCH AND EVALUATION

Edward Pauly, Ph.D., Director  
Mary C. Mattis, Ph.D., Senior Officer  
Ann Stone, Ph.D., Senior Officer  
Zakia Redd, Officer  
Mahlet Yifru, Research and Evaluation Assistant  
Regina Meehan-Simunek, Administrative Assistant

#### FINANCE

Mary E. Geras, CPA, Director and Assistant Treasurer  
Michelle Su-Mata, Senior Accountant  
Alexandra Charles, CPA, Senior Accountant  
Estela Madrigal, Accounting Assistant

#### INVESTMENTS

Rob D. Nagel, Director and Treasurer  
Mina Axhushi, Investment Analyst  
Geraldine Francis, Executive Secretary

#### OPERATIONS

Sharon W. Clark, Director  
Deborah Kahlstrom, Human Resources Manager  
Fred Savino, Office Services Manager  
Teerawat Touranont, Web Manager  
Erik Williams, Network Manager  
Aundra Green, Administrative Assistant  
Jonathan Aloyo, Office Services Clerk





# The Wallace Foundation®

Supporting ideas.  
Sharing solutions.  
Expanding opportunities.®

Our mission is to enable institutions to expand learning and enrichment opportunities for all people. We do this by supporting and sharing effective ideas and practices.

To achieve our mission, we have three objectives:

- Strengthen education leadership to improve student achievement
- Improve after-school learning opportunities
- Build appreciation and demand for the arts

The Wallace Foundation  
5 Penn Plaza, 7th Floor  
New York, NY 10001  
212.251.9700 Telephone  
info@wallacefoundation.org

[www.wallacefoundation.org](http://www.wallacefoundation.org)